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ABSTRACT

The results of a survey conducted during the 1976-77 academic year of a sample of 9,500 City University of New York (CUNY) students selected from among all 1976 enrollees are reported. A summary of 17 major findings is provided. Fifteen of these apply to the general student population and two apply more specifically to ethnic students. Results that apply to the general student body include: (1) CUNY students were, on the average, older than the students of most American colleges; (2) the majority of CUNY students resided in parental households; (3) the majority of CUNY students had jobs during the semester; and (4) preparing for a profession was the most important reason for going to college for 42 percent of CUNY students. Findings that dealt with ethnic backgrounds are: (1) over one-third of the senior college students and over one-half of the community college students at CUNY were black or hispanic; and (2) one in four CUNY students lived in bilingual households, with one in twenty living in families in which a language other than English was spoken primarily. Statistics comparing CUNY to other colleges across the nation are provided. (SPG)

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CITY UNIVERSITY STUDENT SURVEY

by

Lawrence Podell

November, 1977

Office of Program and Policy Research
CITY UNIVERSITY OF NEW YORK
535 East 80 Street
New York, New York 10021

MAJOR FINDINGS

A survey was conducted during the 1976-77 academic year of a sample of 9,500 CUNY students selected from among Fall 1976 enrollees. Major findings of this survey follow.

1. CUNY students were, on the average, older than the students of most American colleges. Five in ten were over 21 years of age; two in ten were 30 years of age or older. The mean age of senior college students was 25.1 years and, of community college students, 25.6 years.

   Among students in the senior colleges, 53.7% were over 21 years of age; among students in the community colleges, the figure was 41.6%.

   In the senior colleges, 17.9% of the men and 22.1% of the women were 30 years of age or older; in the community colleges, the proportions were 19.4% of the men and 27.7% of the women. Among part-time students in the senior colleges, 37.3% were 30 years of age or older and, in the community colleges, the figure was 40.8%.

2. Over a third of the senior college students and over half of the community college students at CUNY were black or Hispanic.

At the senior colleges, 20.5% of the students were black, 11.0% Hispanic and 62.8% white; at the community colleges the figures were 35.7% black, 18.2% Hispanic and 41.4% white.

In the senior colleges, 27.3% of the black, 14.7% of the Hispanic, and 19.0% of the white students were 30 years of age or older; in the community colleges, the proportions were 30.9% of the black and 20.1% of the Hispanic and white students.

3. The majority of CUNY students resided in parental households. However, four out of ten lived in homes in which they (or their spouses) were heads-of-household; three-quarters of these "independent" students were 25 years of age or older and nearly half were 30 years of age or older; at CUNY, the "independent" students were less likely to be youngsters who had recently left home and more likely to be older adults, often with children of their own.

4. Among students from parental households, 26.3% of the senior college and 40.4% of the community college students had annual family incomes under $8,000. Among

students in self- or spouse-headed households, 27.6% of the senior college and 43.1% of the community college students had annual family incomes under $8,000.

Among Hispanic students, 48.1% in the senior colleges and 60.1% in community colleges were from families with incomes under $8,000. Of the black students, 44.2% in the senior colleges and 49.1% in the community colleges came from families with incomes under $8,000. The corresponding figures for white students were 15.3% and 20.3%.

5. One in five CUNY students reported that their parents had not gone beyond the eighth grade. One in seven indicated that their fathers were college graduates; one in twelve reported that their mothers were college graduates.

6. Over a fifth of the senior college students and nearly a third of the community college students were parents themselves.

7. One in four CUNY students lived in bilingual households and one in twenty lived in families in which a language other than English was spoken primarily.

8. The majority (56.6%) of CUNY students had jobs during the semester; another 14.4% were looking for work when the survey was conducted.

Among senior college students who attended full-time, 47.7% were employed and 17.6% were seeking work; for part-timers, the figures were 78.0% employed and 8.0% looking. Among community college students who attended full-time, 39.6% were employed and 19.7% were seeking work; for part-timers, the figures were 70.3% employed and 9.1% looking.

Older students were more likely to be employed and to be working more hours than younger students.

9. To "prepare for a profession" was the most important reason for going to college for 42.4% of CUNY students; 14.7% came to "obtain specialized occupational training" and another 12.0% to "qualify for a higher level position"; "personal growth and social development" was indicated by 10.8% and the development of their "intellectual abilities" was mentioned by 13.4%.

10. One out of three CUNY students felt "very confident" about doing college-level work when they entered; another 45.6% felt "fairly confident" and 18.1% felt "unsure".

11. With regard to educational aspiration, two-thirds of the senior college students expected to obtain post-graduate degrees. Seven out of ten community college students anticipated obtaining the baccalaureate and nearly one-third planned to go on to get post-graduate degrees.

12. Among senior college students, 30.5% reported using counseling services "frequently" or "occasionally" during the semester, as did 44.8% of the community college students. Students who were employed were less likely to use counseling services.

13. Among senior college students, 17.8% reported using tutoring services "frequently" or "occasionally" during the semester, as did 25.9% of the community college students. Students who were employed were less likely to use tutoring services.

14. Among juniors and seniors in the senior colleges, men predominated in engineering, computer science, physical science and mathematics, and business and accounting; women predominated in education, health services and liberal arts. In the community colleges, males were predominant in engineering and computer sciences and females were predominant in education, health services and public services.

15. Among juniors and seniors in the senior colleges, nearly two-thirds (65.8%) indicated that their academic program was "similar to" or "exactly" what they expected it to be. The figure was similar (63.7%) for community college students.

16. Among senior college students, about eight in ten (82.3%) reported that they were satisfied with their academic program, as did a similar proportion (79.4%) of the community college students, The more satisfied the students were with their program, the more likely they were to utilize counseling services; in addition, fulfillment of program expectations was correlated with students' satisfaction with their program.

17. Comparative data from a survey of freshmen from colleges across the nation indicate that CUNY freshmen were two-and-one-half times more likely to come from families with annual incomes under $8,000, nearly three times more likely to have fathers with an eighth grade education or less, and more than nine times more likely to be parents themselves.

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The City University of New York (CUNY) is a public university system, consisting of nine community colleges, nine senior colleges, and a graduate school. Among its objectives is the provision of wider access to quality higher education to residents of New York City. To ascertain the extent of the ethnic and socioeconomic heterogeniety of its students (as well as to comply with Federal and State requests for such information), the University has conducted an annual survey -- termed the Ethnic Census -- at the Fall registration of each college. This entailed making anonymous questionnaires available for students to complete.

The Ethnic Census had its problems: the percent of respondents among enrollees has steadily declined; the response rate varied considerably from college to college; there was no way to assess the representativeness of the respondents; and the anonymity of the questionnaires made it impossible for its data to be related to the respondents' academic performance.

Because the Ethnic Census was such a limited tool in helping to measure CUNY's effectiveness in enhancing educational opportunity, an alternate technique for collecting educational, ethnic, socioeconomic and attitudinal data -- entitled the Sample Survey -- was

designed and implemented.* A systematically-drawn random sample of 500** students was selected from Fall 1976 enrollees at each of the nineteen institutions of CUNY: a variety of techniques was employed to increase the response rate;# through the use of social security numbers, the questionnaires were identifiable.## These procedures were intended (a) to allow for a determination of the efficacy of systematic sampling (in contrast to attempting to reach the entire student body) to collect Federal- and State-mandated information and (b) to collect relevant educational, ethnic, socio-economic and attitudinal data that can be related to students' college attendance and academic performance.

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*This study was supported, in part, by a contract (HEW-100-77-0027) with the Office of Civil Rights, U.S. Department of Health, Education and Welfare. Many members of the staff of the CUNY Office of Program and Policy Research participated in the study (including Jerzy Warman, Josephine Lee, Dr. Judith Piesco, Dr. Lawrence Kojaku, Dr. Barry Kaufman, Lesa Peters, Robert Terdeman, Annette Catok, Sarah Haber and Judith Glass), as did students and staff members from the colleges of CUNY and personnel from its Word Processing Center, Research Foundation and University Computer Center.

**With a sample size of 500, the maximum standard error would be no greater than 2.44 for any dichotomous attribute at the largest college.

#See Appendix B for a description of the techniques utilized at each college.

##The following statement appeared on the questionnaire: "Although you are not required to supply any of the information requested on this form, you are urged to do so. A full and honest response helps your University comply with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. None of the information with respect to your gender, ethnicity, marital status, parental family, etc. will be used to treat you differentially as a student or a graduate."

From among the 9,500 Fall 1976 enrollees who were selected for the sample, 7,922 (83.4%) returned Sample Survey Questionnaires. From among Spring 1977 enrollees, 71,500 (37.4%) returned Ethnic Census questionnaires. To estimate distributions in the student body, the percentages yielded by the Sample Survey were extrapolated to each college's total registration; estimates for senior colleges, community colleges, and CUNY colleges, as a whole, involved the application of "weights" to the college distributions.* With few exceptions, the (weighted) distributions yielded by the Sample Survey were similar or virtually identical to those found among all Fall 1976 enrollees and the (weighted) distributions yielded by the Ethnic Census were similar or virtually identical to those found among all Spring 1977 enrollees on variables for which data were available--sex, attendance status (full-time/part-time), class level and matriculation status. (See Appendix A).

The major inference to be drawn from this is that the use of a systematically-drawn sample of hundreds of students will provide similar data to a technique which attempts to obtain tens of thousands in the enrollee universe, provided the colleges (1) em-

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*Copies of the questionnaires and the distribution of weights are appended to Appendix A.

ploy effective and inexpensive techniques to administer the questionnaire to those students included in the sample and (2) follow up on non-respondents, so as to reduce response bias to a minimum.*

In this report, the (weighted) distribution of the Sample Survey will be utilized to describe such CUNY student characteristics as age, sex, ethnicity, family income, family type (parental vs. own), parental education, employment during the semester, children at home, languages spoken at home, reason for going to college, initial self-confidence, educational aspiration, use of counseling, use of tutoring, and educational program (or major field).

The report contains mostly descriptive statistics; analyses are kept to a minimum and there are no implications, interpretations or value judgments. Many of the findings of the report will seem obvious. The quantification of the obvious is a useful endeavor in itself, but there is another benefit which is illustrated by the following statements:

(a) community college students were younger than senior college students;

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*In Appendix A, the Sample Survey and the Ethnic Census are compared. In addition, respondents and non-respondents to the Sample Survey are compared.

(b) senior college students living in parent-headed households were more likely to report family incomes of $20,000 or more than those living in their own households;

(c) the lower the family income, the more likely the student was employed during the semester.

These statements appear to assert the obvious. However, they are incorrect; in fact, (a) community college students were older, (b) senior college students in their own households were more likely to report family incomes of $20,000 or more, and (c) the higher the family income, the more likely the student was employed during the semester. That which appears to be self-evident may be untrue.

AGE AND SEX

Age distributions, as indicated by the Sample Survey, are presented in Table 1. CUNY students were, on the average, older than is usually the case for American college students. Five in ten were over 21 years of age and two in ten were 30 years of age or older. The mean age of selected aggregations follows:

	MEAN AGE
CUNY	25.2 yrs.
Senior Colleges*	25.1 yrs.
Sr/Jr	24.9 yrs.
So/Fr	21.9 yrs.
Community Colleges	25.6 yrs.

Among the senior colleges, the oldest population was at Staten Island Upper Division (mean age: 29.9 years old; 37.2% were 30 years of age or older); the youngest was at Brooklyn College (mean age: 24.4 years old; 17.7% were 30 years of age or older). Among the community colleges, the oldest population was at Hostos Community College (mean age: 28.0 years old; 33.8% were 30 years of age or older); the youngest was at LaGuardia Community College (mean age: 23.6 years old; 18.4% were 30 years of age or older). (See Table 1.) At the Graduate School and University Center, the mean age was 31.1 years.

As is indicated by the following percentage distribution, except for those under 18 years of age, the older the students, the more likely they were to attend part-time. Nevertheless, nearly one-third of the students 35 years and over attending senior colleges did so full-time and over one-third of those 30 years of age and over attending community colleges did so full-time.

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*Includes non-matriculated and graduate students.

ATTENDANCE STATUS BY AGE

	Senior Colleges		Community Colleges	
	F/Time	P/Time	F/Time	P/Time
< 18 yrs.	85.7	14.3	57.9	42.1
18-19	93.5	6.5	88.8	11.2
20-21	85.2	14.8	72.1	27.9
22-24	52.2	47.5	52.5	47.5
25-29	37.3	62.7	50.2	49.8
30-34	36.7	63.3	42.0	58.0
≥ 35 yrs.	20.8	79.2	30.8	69.2

As indicated by the age distribution of full-time and part-time students that follows, the majority of the full-timers were under 21 years of age and the majority of the part-timers were over 25 years of age.

AGE DISTRIBUTION BY ATTENDANCE STATUS

	Senior Colleges		Community Colleges	
	F/Time	P/Time	F/Time	P/Time
< 21 yrs.	62.3	12.2	58.4	21.4
22-24	15.0	21.6	10.4	15.3
25-29	9.4	25.2	11.2	18.1
≥ 30 yrs.	8.0	37.3	13.6	40.8
No Ans.	4.5	3.6	6.4	4.4
	100.0	100.0	100.0	100.0

The mean ages of male and female students follow:

MEAN AGE

	Males	Females
CUNY	24.4 yrs.	25.9 yrs.
Senior Colleges	24.4 yrs.	25.6 yrs.
Community Colleges	24.4 yrs.	26.6 yrs.

At CUNY, 18.8% of the male and 24.6% of the female students were 30 years of age or older. At the senior colleges, the proportions were 17.9% of the males and 22.1% of the females; at the community colleges, they were 19.4% of the males and 27.7% of the females. (See Table 2.)

ETHNICITY

Over one-third of the senior college students and over one-half of the community college students at CUNY were black or Hispanic. The ethnic distribution of CUNY students in the University as a whole and in its senior and community colleges is presented in Table 3. The percentages for the major ethnic groupings follow:

PERCENT DISTRIBUTION OF MAJOR ETHNIC GROUPINGS

	CUNY	Senior Colleges	Community Colleges
Black	26.0	20.5	35.7
Hispanic	13.7	11.0	18.2
White	55.0	62.8	41.4

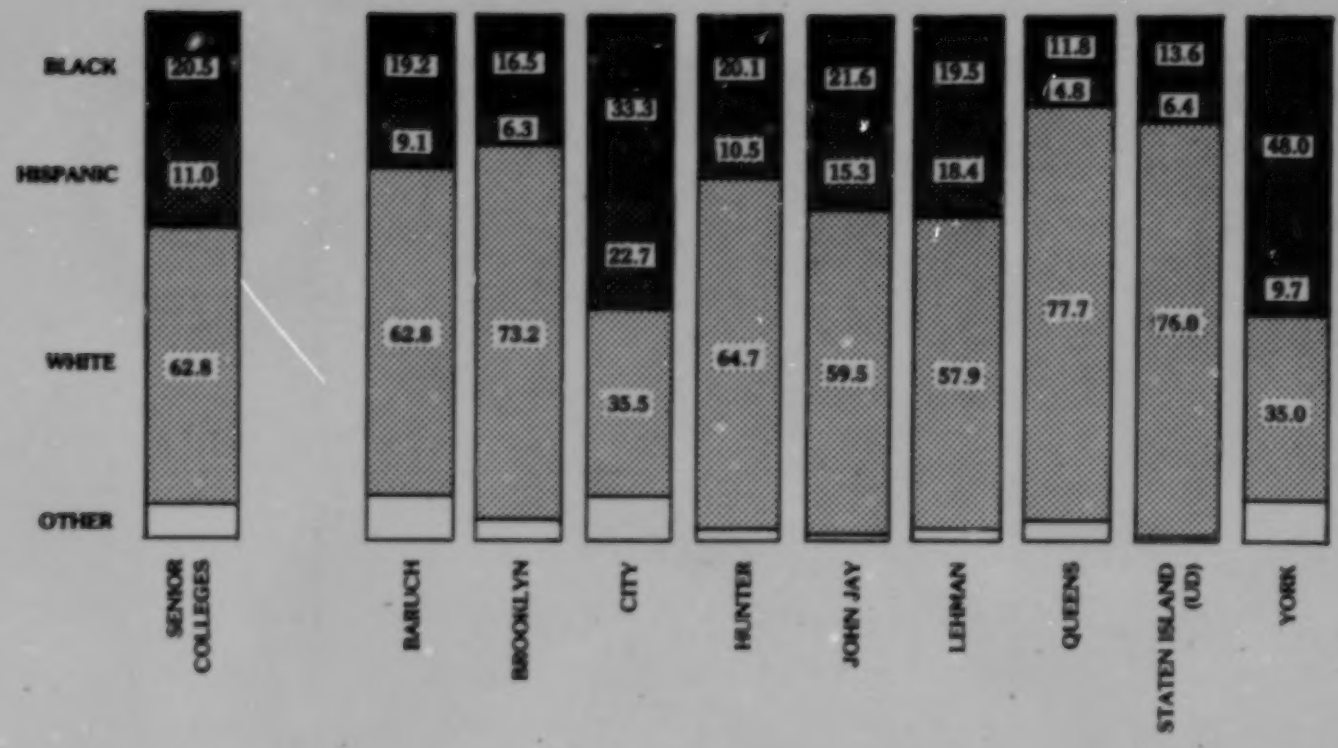
Among the senior colleges, York College (48.0%) and City College (33.3%) had the highest proportions of black students, and Queens College (11.8%) and Staten Island Upper Division (13.0%) had the lowest; City College (22.7%) and Lehman College (18.4%) had the highest proportion of Hispanic students, and Queens College (4.8%) and Brooklyn College (6.3%) had the lowest.

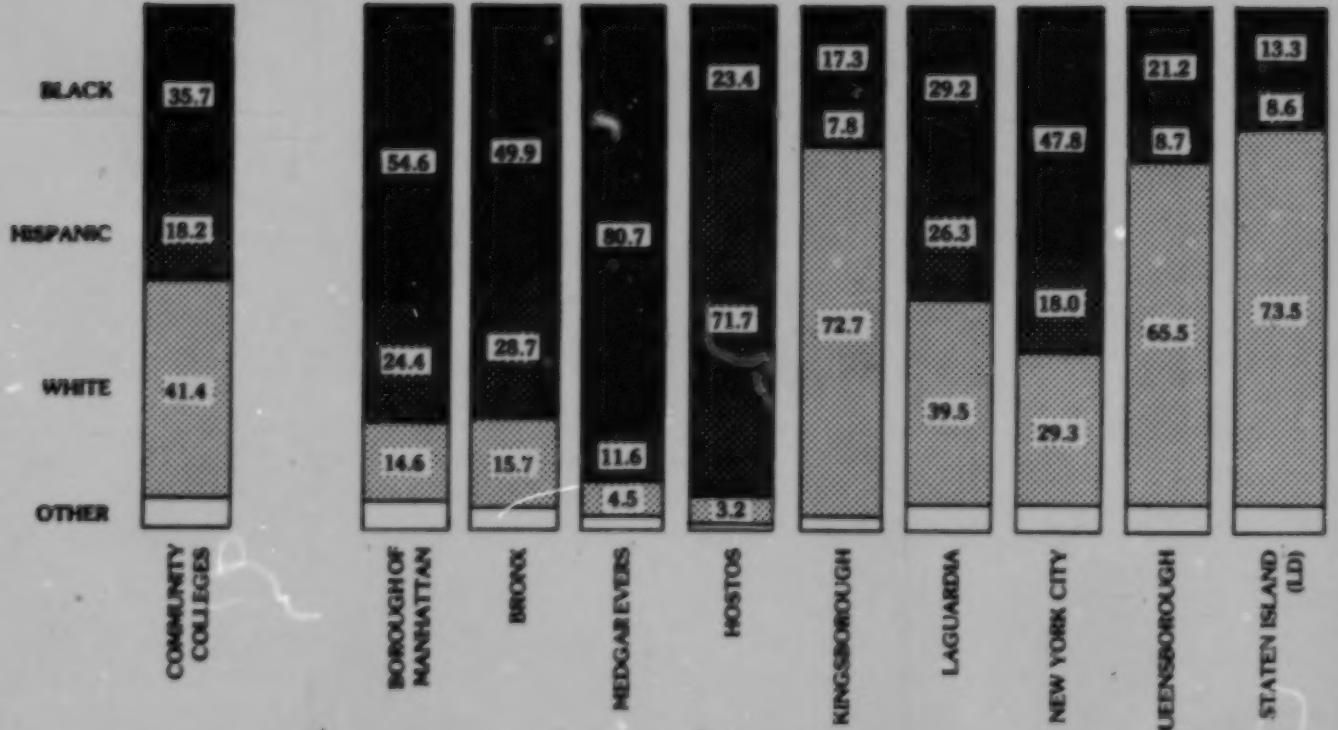
Among the community colleges, Evers Community College (80.7%) and Borough of Manhattan Community College (54.6%) had larger proportions of black students and Staten Island Lower Division (13.3%) and Kingsborough Community College (17.3%) had the smallest; Hostos Community College (71.7%) and Bronx Community College (28.7%) had larger proportions of Hispanic students, and Kingsborough Community College (7.8%) and Staten Island Lower Division (8.6%) had the smallest. In Table 2, the age distributions of the major ethnic categories are presented. At CUNY, 19.2% of the black students, 17.7% of the Hispanic students and 19.8% of the white students were 30 years of age or older. At the senior colleges, the figures are 27.3%, 14.7% and 19.0%, respectively. At the community colleges, they were 30.9%, 20.1%, and 20.1%, respectively. The mean age distributions follow:

MEAN AGE

	CUNY	Senior College	Community College
Asian	23.7	24.0	22.3
Black	26.9	26.6	27.3
Puerto Rican	24.1	24.1	24.0
Other Hispanic	25.1	25.0	25.3
White	24.8	24.8	24.6
Males	24.4	24.4	24.4
Females	25.9	25.6	26.6

ETHNIC DISTRIBUTION OF STUDENTS IN THE COLLEGES OF CUNY
(In Percentages)





FAMILY TYPE AND FAMILY INCOME

Included in the survey questionnaire was the question:

> "What is your best estimate of your family's total income before taxes?"

It was followed by:

> "In the answer you checked above...which family were you referring to?
>
> The family in which one of my parents is head of household.
>
> The family in which I or my spouse is head of household."

A
Among CUNY students, 30.4% reported family incomes under $8,000; among senior college students, the figure was 25.6% and, among community college students, it was 38.5%. Among CUNY students, 17.9% reported family incomes of $20,000 or above; among senior college students, the figure was 21.8% and, among community college students, it was 11.4%. (See Table 4.)*

Among the senior colleges, City College (39.9%) and York College (35.9%) had the highest proportions of students with family in-

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*Other income distributions for CUNY students have utilized the data provided in applications for tuition assistance. These were figures on net taxable income; as a consequence, the distributions differ from those presented in this report.

comes below $8,000, while Baruch College (28.5%) and Queens College (27.6%) had the highest proportions with incomes of $20,000 or above. (See Table 5.)

Among the community colleges, Hostos Community College (75.6%) and Evers Community College (59.1%) had the highest proportions of students with family incomes below $8,000, while Queensborough Community College (21.4%) and Kingsborough Community College (19.1%) had the highest proportions with incomes of $20,000 or above. (See Table 6.)

Most CUNY students (53.6%) were in households headed by parents. However a substantial minority (40.4%) resided in their own households; three-quarters of them were 25 years of age or older and nearly half of them were 30 years of age or older. At CUNY, the "independent" students were less likely to be youngsters who had recently left home and were more likely to be adults, often with children of their own. (See Tables 10 and 17.) Among the senior colleges, Queens College (62.2%) and Brooklyn College (61.6%) students were most likely to be in parental families, while Staten Island Upper Division (33.9%) and Jay College (42.4%) students were least likely. Among the community colleges, Queensborough Community College (61.0%) and LaGuardia Community College (59.5%) students were most likely to be in parental families, while Hostos Community College (36.9%) and Evers Community College (39.3%) students are least likely. (See Tables 4, 5, and 6.)

Among CUNY students whose households were headed by parents, 31.2% had family incomes under $8,000; among senior college students, the figure was 26.3% and, among community college students, it was 40.4%. Among CUNY students in parental families, 22.1% had family incomes of $20,000 or above; the figure for senior college students was 24.7% and, for community college students, it was 17.4%. (See Table 4.)

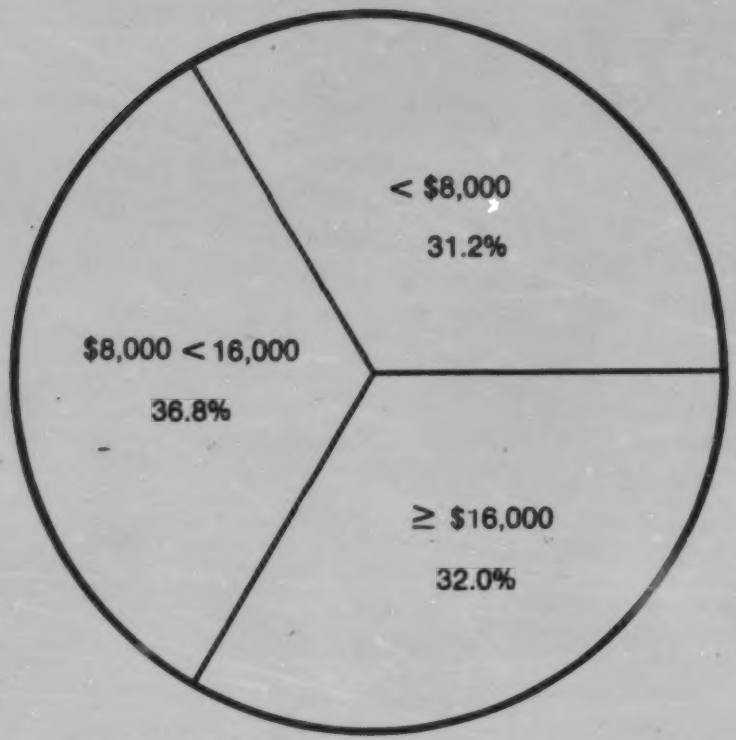
Among CUNY students who (or whose spouse) headed their own households, 33.6% had family incomes under $8,000; among senior college students, the figure was 27.6% and, among community college students, it was 43.1%. Among CUNY students in their own families, 18.2 had family incomes of $20,000 or above; the figure was 23.2% for senior college students and 9.6% for community college students. (See Table 4.)

The mean age distribution follows:

		MEAN AGE		
		CUNY	Senior Colleges	Community Colleges
Family Income	$ < 8000	24.5	24.4	24.9
	8<16000	25.5	25.2	26.5
	≥16000	25.8	25.8	25.9
Family Type	Parental	20.7	20.8	20.4
	Own	31.9	31.8	32.3
Parental Family Income	$ < 8000	21.1	21.3	20.6
	8<16000	20.8	21.0	20.4
	≥16000	20.4	20.5	20.1
Own Family Income	$ < 8000	28.9	28.5	29.6
	8< 16000	32.1	31.6	33.3
	≥ 16000	34.6	34.4	35.3

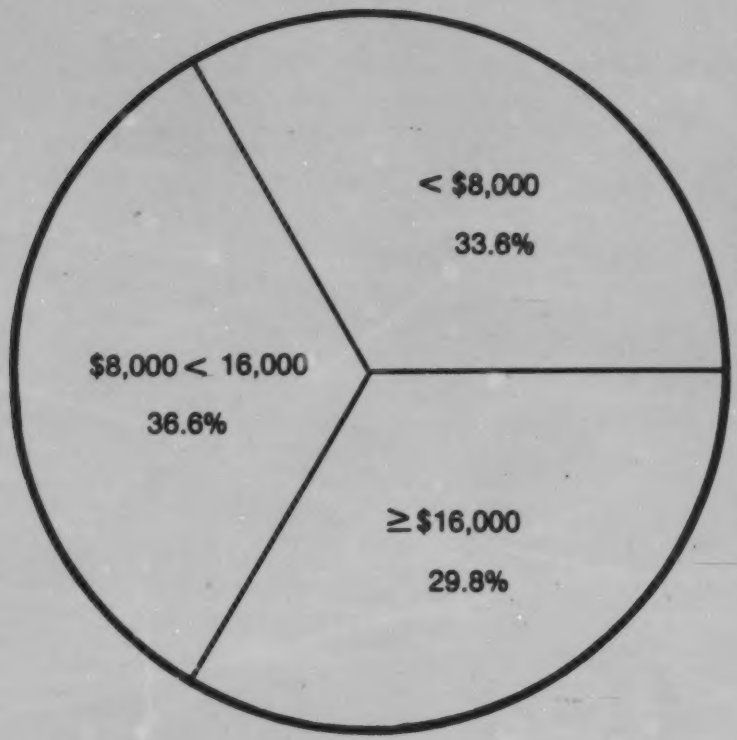
ANNUAL FAMILY INCOME

DEPENDENT STUDENTS



PARENTAL FAMILY INCOME

INDEPENDENT STUDENTS



OWN FAMILY INCOME

ETHNICITY AND INCOME

Family income distributions are presented for the major ethnic categories for students at CUNY in Table 7, at the senior colleges in Table 8, and at the community colleges in Table 9.

The majority of Hispanic students (54.1% in CUNY; 48.0% in the senior colleges and 60.1% in the community colleges) were in families with annual incomes under $8,000. Nearly half of the black students (46.6% in CUNY; 44.2% in the senior colleges and 49.1% in the community colleges) and about a sixth of the white students (16.9% in CUNY; 15.3% in the senior colleges and 20.3% in the community colleges) reported incomes under $8,000.

Among Hispanic and black students, females were more likely to be in families with incomes under $8,000. As may be seen in the percentage distributions below, this was especially the case among community college students.

PERCENT WITH FAMILY INCOME < $8000

		CUNY	Senior Colleges	Community Colleges
Black	Male	42.0	41.0	43.1
	Female	49.4	46.3	52.1
Hispanic	Male	50.8	46.9	55.0
	Female	69.7	48.8	63.8
White	Male	17.6	16.0	20.7
	Female	16.2	14.7	19.8

Black (48.4%) students were more likely than were Hispanic (40.6%) and white (37.1%) students to come from homes in which they (or their spouse) were heads-of-household. Among white students, females were somewhat more likely than males (40.7% vs. 33.5%) to come from such homes; there was very little difference between the sexes among black and Hispanic students. The percentages for senior and community college students were similar. (See Tables 7, 8, and 9.)

Among students whose households were headed by their parents, the majority of Hispanic (57.3% in CUNY; 49.9% in senior colleges and 65.8% in community colleges) and of black (55.1% in CUNY; 51.5% in senior colleges and 59.0% in community colleges) students reported family incomes under $8,000, as did about one-sixth of the white students (16.5% in CUNY; 15.4% in senior colleges and 19.3% in community colleges).

Among Hispanic and black students who lived in their parents' households, particularly those attending community colleges, females were more likely than males to be in families earning under $8,000. The percentage distributions appear below.

		PERCENT WITH PARENTAL FAMILY INCOME $8000		
		CUNY	Senior Colleges	Community Colleges
Black	Male	50.8	49.6	51.1
	Female	57.8	52.1	63.2
Hispanic	Male	53.0	47.8	59.3
	Female	60.6	51.7	79.1
White	Male	17.0	16.3	18.3
	Female	16.0	14.4	20.8

Among students who (or whose spouse) headed their own families, the majority of Hispanic (55.0% in CUNY; 47.5% in senior colleges and 62.7% in community colleges) and four in ten black (44.5% in CUNY; 40.7% in senior colleges and 48.0% in community colleges) students reported family incomes under $8,000, as did about one-fifth of the white students (20.1% in CUNY; 17.1% in senior colleges and 26.6% in community colleges).

Among students who lived in their own households, Hispanic females attending community colleges were more likely than males to report earnings under $8,000 and black females attending senior colleges were more likely than males to report earnings under $8,000. The percentage distributions appear below.

		PERCENT WITH OWN FAMILY INCOME < $8,000		
		CUNY	Senior Colleges	Community Colleges
Black	Male	37.3	35.3	39.7
	Female	48.8	44.7	42.0
Hispanic	Male	50.6	47.1	55.2
	Female	58.1	47.0	68.9
White	Male	21.6	17.4	19.6
	Female	18.9	16.6	23.4

Who are these students from low-income families? Tables 10 (CUNY), 11 (senior colleges) and 12 (community colleges) provide distributions by age, sex and ethnicity.

PARENT'S EDUCATION

Students were asked, "How much formal education did your parents obtain? Indicate the highest level only."

One-fifth of the CUNY students reported that their parents had not gone beyond the eighth grade. One-seventh indicated that their fathers were college graduates and one-twelfth reported that their mothers were college graduates. Higher proportions of senior college students (father: 15.4%; mother; 9.1%) than community college students (father: 8.6%; mother: 5.1%) reported that their parents were college graduates. (See Table 13.)

Among the senior colleges, Jay College (father: 25.7%; mother: 23.2%) had the highest proportion indicating parental education at or below the eighth grade. Queens College (father: 17.9%; mother 10.9%) and Hunter College (father: 17.7%; mother: 11.5%) had the highest proportion of students reporting that parents were college graduates.

Among the community colleges, Hostos Community College (father: 37.4%; mother: 41.4%) had the highest proportion indicating parental education at or below the eighth grade. Queensborough Community College (father: 11.3%; mother: 8.0%) had the highest proportion of college graduates among the parents.

The proportions reporting either that their parents had been graduated from college or had attained the eighth grade or less is given below for the major ethnic groupings. The parents of white students were more likely to have acquired a college degree; the parents of a fifth of the black students and over a third of the Hispanic students did not go beyond the eighth grade.

PERCENT THAT WERE COLLEGE GRADUATES OR HAD <8TH GRADE

	College Graduate	8th Grade	Don't Know/ No Ans
Father's Ed			
Black	7.1	22.8	18.9
Hispanic	7.7	35.1	13.7
White	16.3	16.6	5.5
Mother's Ed			
Black	6.6	19.0	15.8
Hispanic	4.1	39.0	12.9
White	8.5	13.7	5.5

The percentage of students who lived in their parental household and reported either that their parents were college graduates, or had attained the eighth grade or less is provided below by family income. The parents with higher incomes were more likely to be college graduates.

PERCENT IN PARENTAL FAMILIES WHOSE PARENTS WERE COLLEGE GRADUATES OR HAD <8TH GRADE

		College Graduates	8th Grade	Don't Know/ No Ans
Father's Ed				
Parental	$ < 8000	6.1	24.2	18.6
Family	8<16000	9.7	17.2	7.2
Income	≥16000	29.4	5.9	2.5
Mother's Ed				
Parental	$ < 8000	4.9	25.9	12.3
Family	8<16000	4.7	14.4	6.9
Income	≥16000	16.9	4.5	2.7

CHILDREN AT HOME

After being asked, "Do you have any children?", students were given three response categories:

Yes, and they live with me.
Yes, but they do not live with me.
No.

As is indicated in Table 14, 25.2% of the students of CUNY were parents and 21.7% had their children living with them. Over a fifth of the senior college students and nearly a third of the community college students were parents themselves. Among the senior colleges, Staten Island Upper Division (38.6%) and Jay College (36.7%) and, among the community colleges, Hostos Community College (47.8%) and Evers Community College (47.2%) had the highest proportion that were parents.

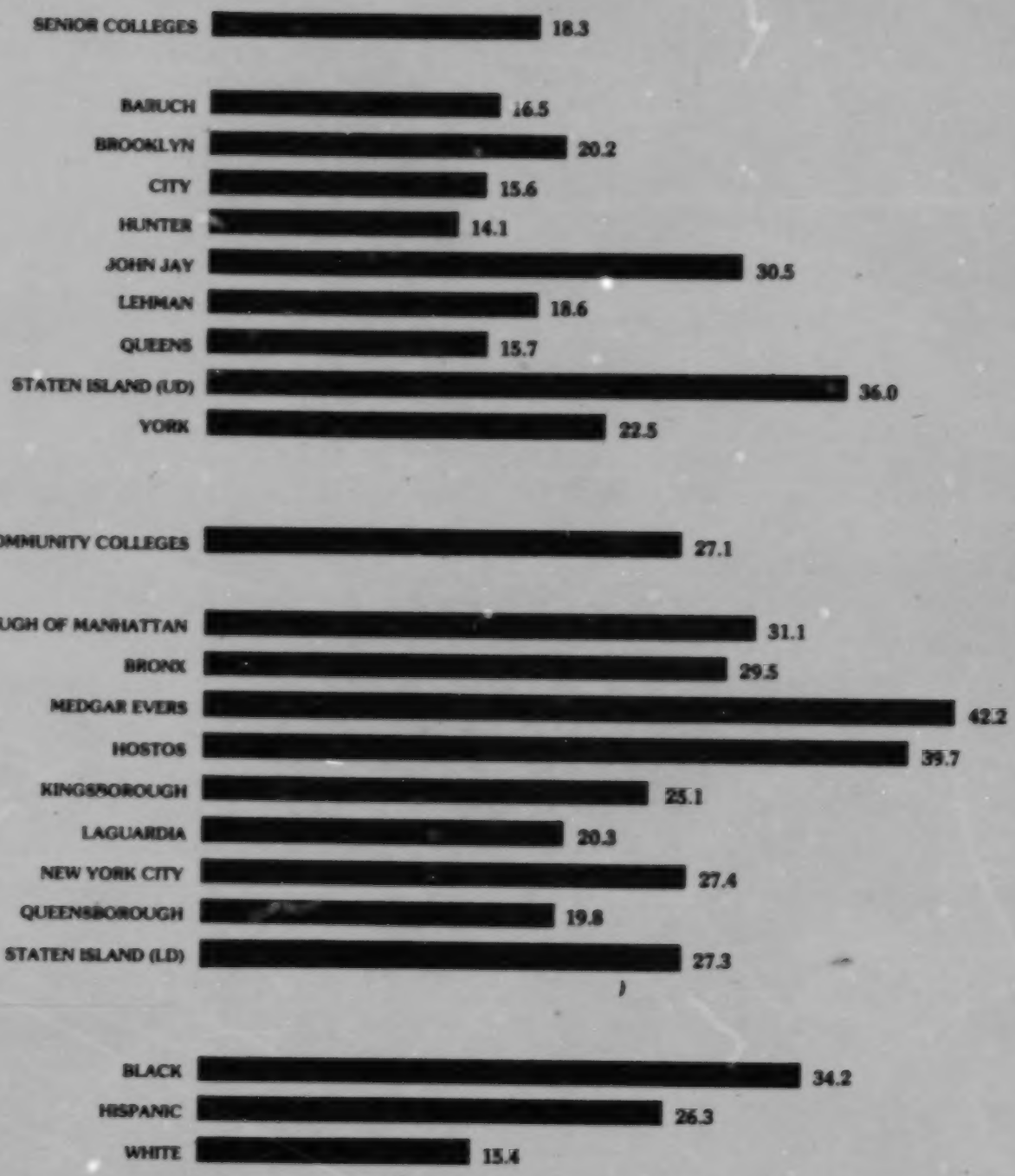
In the senior colleges, one-tenth of the students between 22 and 24 years of age were parents, as were over one-third of those between 25 and 30 years, more than half of the students between 30 and 34 years, and over three-quarters of those 35 years and over. In the community colleges, one-fifth of the students between 22 and 24 years of age were parents, as were over half of those between 25 and 34 years, more than three-quarters of the students between 30 and 34 years, and four-fifths of those 35 years and over. (See Table 15.)

One-third of the black students (34.2% in CUNY, 31.6% in senior colleges, and 36.6% in community colleges) were parents with their children living with them, as were one-fourth of the Hispanic (26.3% in CUNY, 20.7% in senior colleges, and 31.7% in community colleges) and nearly one-sixth of the white (15.4% in CUNY, 14.0% in senior colleges, and 18.3% in community colleges) students. (See Table 16.) The proportions were higher among students in the community colleges than those in the senior colleges. As the following distribution indicates, females were more likely than males to be parents and living with their children.

		PERCENT WITH CHILDREN AT HOME		
		CUNY	Senior Colleges	Community Colleges
Black	Male	29.4	28.2	30.6
	Female	36.9	33.8	39.6
Hispanic	Male	22.5	18.8	26.0
	Female	29.4	22.5	36.0
White	Male	14.0	13.0	15.9
	Female	16.0	15.0	21.0

About half of the CUNY students who (or whose spouse) headed their own households were parents with resident children. (See Table 17.) The proportions were higher among community college students than among senior college students. As the following distribution indicates, over half of the independent

STUDENTS WITH CHILDREN AT HOME
(In Percentages)



community college students and over a third of the independent senior college students with annual incomes under $8000 have children in their households.

PERCENT IN OWN FAMILIES WITH CHILDREN AT HOME

		CUNY	Senior Colleges	Community Colleges
Own Family Income	$ < 8000	46.3	37.5	56.5
	8<16000	47.6	38.7	61.8
	≥16000	54.4	52.0	61.7

As may be observed in Table 19, students with resident children were much more likely to be attending college on a part-time basis than were childless students.

LANGUAGE AT HOME

Students were asked, "What language is spoken in your home?" There were three response categories:

Only English.
Both English and another language.
Primarily another language.

As is indicated in Table 14, 25.5% of the students of CUNY lived in bilingual homes and 5.5% in homes in which another language was used primarily. Among the senior colleges, City College students indicated the highest proportions (34.5% and

10.6%, respectively) in this regard. Among the community colleges, it was Hostos Community College (48.0% and 24.4, respectively) students.

As is indicated in Table 16, 71.8% of the Hispanic students lived in bilingual households and 18.7% lived in homes in which another language was usually spoken. Among black students, the corresponding figures were 10.3% and 2.3%, respectively, and among white students, they were 19.3% and 2.5%, respectively.

As in indicated in Table 17, students from bilingual and non-English speaking homes were more likely to be living in parent-headed, rather than self- or spouse-headed, households; regardless of type of family, they were more likely to be in families with low annual incomes.

Students from bilingual and non-English speaking homes were more likely to attend college on a full-time, rather than a part-time, basis. (See Table 19.)

ATTENDANCE STATUS

Among senior college and community college respondents, one in four part-timers were non-matriculated students, in contrast to one in twenty full-timers.

CLASS LEVEL DISTRIBUTION

	Senior Colleges		Community Colleges	
	F/Time	P/Time	F/Time	P/Time
Freshman	20.4	9.5	46.5	30.1
Sophomore	24.5	9.4	45.7	45.9
Junior	23.7	15.5		
Senior	23.4	14.1	2.7*	0.9*
Graduate	2.8	27.1		
Matriculated	94.9	75.8	94.9	76.8
Non-Matriculated	5.1	24.2	5.1	23.2
	100.0	100.0	100.0	100.0

Among senior college respondents, white (40.9%) students were most likely to attend part-time, followed by black (34.5%) and Hispanic (27.0%) students. Females (40.6%) were somewhat more likely than males (34.3%) to attend part-time. Among community college respondents, the figures were different but the ordering was the same: white (43.7%), black (37.8%), Hispanic (26.3%); females (40.3%) and males (35.1%). (See Table 18.)

Students in families in which they (or their spouses) were heads-of-household were more likely to attend part-time. In addition, students with higher family incomes were more likely to attend part-time. When family type and family income were combined for senior college students, the part-time proportions ranged from 14.9% for those in parental families with incomes under $8,000 to 77.9% for students heading their own households

*Medgar Evers Community College has four-year programs.

with incomes of $16,000 and over. The corresponding range for community college students was 20.7% to 79.3%, respectively. (See Table 18.)

Another way to look at these data is presented below. Of the senior college students attending full-time, 76.7% resided in parental households; of those attending part-time, 68.8% lived in their own households. Of the community college students attending full-time, 67.3% resided in parental households; of those attending part-time, 64.8% lived in their own households.

INCOME DISTRIBUTION BY ATTENDANCE STATUS

		Senior Colleges		Community Colleges	
		F/Time	P/Time	F/Time	P/Time
Parental Family	$ < 8000	21.5	6.1	29/8	11.7
	8<16000	28.5	12.5	23.6	12.6
	≥16000	26.7	12.5	15.0	10.8
Own Family	$ < 8000	13.2	8.5	21.4	16.5
	8<16000	5.9	29.5	8.4	30.7
	≥16000	4.2	30.8	2.8	17.6
		100.0	100.0	100.0	100.0

Students who were attending college part-time were more likely to have children living with them; among senior college students, 28.7% of the part-timers had children (in residence) vs. 11.1% of the full-timers; among community college students, 38.2% of the part-timers had children (in residence) vs. 20.2% of the

full-timers. As is indicated in Table 19, those more likely to attend college part-time were students who ...

... were parents, rather than those who were childless,
... spoke only English at home, in contrast to those from bilingual and non-English speaking households,
... were employed more hours per week, in contrast to those who were employed fewer hours per week.

However, the proportion of part-time attendees was larger among unemployed students than among those working fewer than 20 hours per week.

EMPLOYMENT STATUS

Students were asked: "Are you currently employed?" As is indicated in Table 20, 56.6% of all CUNY students had jobs during the semester; 14.7% worked fewer than 20 hours per week, 13.1% were employed between 20 and 34 hours per week and 28.8% worked 35 or more hours per week. Another 14.4%, though not currently employed, were looking for a job. A minority of 28.3% were neither working nor seeking work.

Among senior college students who were attending college full-time, 47.7% were employed and another 17.6% were seeking work. Of the senior college students who were attending part-time,

78.0% were working and another 8.0% were looking for a job; the majority (59.8%) of the part-time students were employed 35 or more hours per week. Among community college students who were attending college full-time, 39.6% were employed and another 19.7% were looking. Of the community college students who were attending part-time, 70.3% were working and another 9.1% were looking for a job; the majority (55.5%) of the part-time students were employed 35 or more hours per week.

For students at the senior colleges, Staten Island Upper Division (69.8%), Baruch College (69.6%) and Jay College (66.2%) had the higher proportion of employed students. For students at the community colleges, Staten Island Lower Division (59.5%), Queensborough Community College (59.0%) and Kingsborough Community College (57.7%) had the higher proportion of employed students. (See Table 20.)

For CUNY students, 64.4% of the white students, 48.2% of the black students, and 44.0% of the Hispanic students were employed. Among community college students, males were somewhat more likely than females to have jobs. (See Table 21.)

As is indicated in Table 22, among CUNY students who resided in their own households, 70.1% were employed, compared to 48.1% who lived in their parental households. In both kinds

of households, the higher the family income, the more likely the student was employed. Among students in parental households: with family income below $8,000, 29.3% were employed; with incomes between $8,000 and $16000, 50.7% had jobs; with incomes of $16,000 and over, 63.6% were working. Among students in their own families: with family income below $8,000, 44.6% were employed; for incomes between $8,000 and $16,000, 82.6% had jobs; for incomes $16,000 and over, 83.4% were working. Over two-thirds of the students whose own-family income was $8,000 or more were employed 35 hours per week or more.

As the following percentage distribution of employed students shows, older students were more likely to be working and they were more likely to be working more hours than younger students.

PERCENT EMPLOYED [≥ 35 HRS] BY AGE

	Senior Colleges		Community Colleges	
	Empl.	[≥ 35 hrs]	Empl.	[≥ 35 hrs]
< 18 yrs.	37.1	[1.7]	37.2	[0.0]
18-19	45.1	[2.0]	38.0	[5.4]
20-21	52.0	[7.3]	38.4	[12.4]
22-24	49.9	[18.7]	57.6	[39.2]
25-29	64.4	[42.9]	66.1	[51.5]
30-34	66.3	[48.8]	77.7	[60.8]
≥ 35 yrs.	75.2	[55.5]	77.4	[61.3]

Class level, related to age, was also a factor, as the following percentage distribution of employed students illustrates.

PERCENT EMPLOYED [≥ 35 HRS] BY CLASS LEVEL

	Senior Colleges		Community Colleges	
	Empl.	[≥ 35 hrs]	Empl.	[≥ 35 hrs]
Freshman	45.6	[12.4]	46.6	[23.5]
Sophomore	48.5	[16.7]	49.6	[29.9]
Junior	57.0	[24.1]		
Senior	61.1	[21.3]		
Graduate	79.3	[61.0]		

Parenthood, also related to age, increased the likelihood of the student being employed: of the senior college students with children at home, 62.4% were working in contrast to 52.0% without children; of the community college students with children at home, 60.8% were working as compared to 44.3% without children.

Students from English-speaking (56.3%) households were more likely to be employed than those from homes that were bilingual (48.4%) or in which another language was spoken primarily (46.0%).

In the senior colleges (upper division), students majoring in computer sciences, public services and business-accounting were more likely to be working. In the community colleges, students in the computer science program had the highest proportion of employed students.

PERCENT EMPLOYED [≥35 HRS] BY PROGRAM

	Senior Colleges Upper Division		Community Colleges	
	Empl.	[≥35 hrs]	Empl.	[≥35 hrs]
Biolog. Science	49.5	[13.7]		
Phys. Sci. & Math	49.4	[16.4]		
Social Science	54.6	[21.5]		
Fine/Appl Arts	59.8	[16.0]		
Liberal Arts	61.9	[16.3]	49.4	[24.3]
Engineering	58.5	[25.6]	52.8	[27.7]
Computer Sci.	76.1	[28.5]	64.8	[41.6]
Bus./Acctg	64.0	[33.5]	52.0	[28.9]
Health Services	54.8	[20.0]	36.9	[16.0]
Public Services	74.9	[50.3]	51.2	[39.7]

REASONS FOR GOING TO COLLEGE

Students were asked, "Which of the following comes closest to your most important reason for going to college?," after which the following responses were available to them from which to choose:

	CUNY	Senior Colleges	Community Colleges
To develop my intellectual abilities	13.4	14.8	10.7
Personal growth & social development	10.8	12.3	8.2
To prepare for a profession	42.4	42.1	42.7
To obtain specialized occupational training	14.7	12.9	17.8
To qualify for a higher-level position	12.0	11.1	13.5
Other	3.1	3.4	2.6
No Answer	3.7	3.3	4.4
	100.0	100.0	100.0

Over four out of ten respondents chose "professional preparation"; each of the other listed choices was elected by between ten and fifteen percent of CUNY students.

Among the senior colleges, Lehman College (49.4%) and City College (46.1%) students were most likely to select "professional preparation", and Jay College (34.2%) and Staten Island Upper Division (35.8%) were least likely to do so. Among the community colleges, most prone to choose "professional preparation" were Hostos Community College (53.2%) students, least prone were Kingsborough Community College (38.1%) and Staten Island Lower Division (34.4%) students. (See Table 23.)

Among senior college students, the older the respondents, the more likely they were to choose "personal growth" and "qualify for higher position" and the less likely they were to select "professional preparation" as their reason for going to college. Selection of the other reasons was not associated with age. Community college respondents acted similarly except that their election of "personal growth" was also not associated with age. (See Table 24.)

PERCENT CHOOSING REASON BY AGE

	Senior Colleges		Community Colleges	
	Qualif. Position	Prof. Prep.	Qualif. Position	Prof. Prep.
<18 yrs.	0.0	52.8	6.6	48.5
18-19	6.2	55.3	8.8	48.7
20-21	7.8	50.8	10.1	49.1
22-24	7.4	42.4	9.7	47.7
25-29	13.3	36.6	18.2	35.5
30-34	23.1	24.8	16.5	36.7
≥35 yrs.	19.5	25.2	25.9	30.4

Older respondents were more likely to reside in households that they (or their spouses) headed. As may be seen in Table 26, students who lived in such families were far less likely to choose "professional preparation". This choice varied with family income which, for them, was also associated with age; among students from self- or spouse-headed households, the higher their income, the less likely they were to choose "professional preparation". At the extremes, among students in their own households who earned $16,000 or more, less than one quarter chose "professional preparation," compared to one half of the students who resided in parental families with incomes of under $8,000.

Full-time and part-time students differed significantly in their reason for going to college: full-timers were more likely to indicate "professional preparation" and part-timers were more likely to choose "qualify for higher position." There was little difference in the choice of other reasons.

PERCENT CHOOSING REASON
BY ATTENDANCE STATUS

	Senior Colleges		Community Colleges	
	F/Time	P/Time	F/Time	P/Time
Professional preparation	48.1	33.	47.3	35.4
Qualify for higher position	7.7	16.1	10.5	18.5

The majority of students who entered college to "qualify for higher positions" were part-timers, as were a substantial minority who entered for "personal growth" and, in the senior colleges, for "occupational training" and, in the community colleges, for "intellectual development."

PERCENT OF PART-TIME STUDENTS BY REASON FOR GOING TO COLLEGE

	Senior Colleges	Community Colleges
Intellectual development	36.4	45.3
Personal growth	44.0	49.7
Professional preparation	29.7	31.5
Occupational training	41.0	33.9
Qualify for higher position	54.8	51.7

As may be seen in Table 27, there was very little difference among the major ethnic categories and virtually none between the sexes in the response to this question. Among senior college respondents, 46.4% of the white students, 42.4% of the Hispanic students and 40.5% of the black students chose "professional preparation." Among community college students, 39.4% of the white students; 47.3% of the Hispanic students and 45.3% of the black students elected "professional preparation."

In Table 28, the respondents' reason for going to college is given by their current educational program or major field. Among senior college students, fine and applied arts majors were more likely than the rest to have come to college for "in-

tellectual development", social science majors for "personal growth", computer science majors for "occupational training", and business-accounting majors to "qualify for higher position". Among community college students, liberal arts and science majors were more likely than the rest to have come to college for "intellectual development" and for "personal growth", "health services" majors for "professional preparation", engineering majors for "occupational training" and business-accounting majors to "qualify for higher position".

INITIAL SELF-CONFIDENCE

After indicating their reasons for going to college, the students were asked, "When you first entered college, how did you feel about doing college-level work?" They responded by choosing from among the following response categories:

Very confident
Fairly confident
Fairly unsure
Very unsure

One out of three CUNY students felt "very confident" about doing college level work when they entered; another 46.6% felt "fairly confident" and 18.1% felt "unsure". Among the senior colleges, City College (39.0%) and Baruch College (38.1%) students were most likely to state, "very confident," and York College (27.9%) and Queens College (29.5%) respondents were least likely. Among the community colleges, Hostos Community College (45.1%) and

Evers Community College (37.9%) students were most likely to indicate such confidence and Queensborough Community College (28.5%) and Staten Island Lower Division (31.5%) respondents were least likely. (See Table 23.)

As is indicated in Table 24, among senior college students, there was a greater tendency for younger students to check the response "very confident"; the range was from 41.0% for those under 18 years of age to 23.0% for respondents 35 years of age or older. However, among community college students, no association between age and initial confidence was apparent

There was no discernable relationship between reason for going to college and initial confidence or between family type or family income and initial confidence. (See Table 26.) However, senior students who resided in families in which English was spoken (33.5%) and in bilingual families (32.4%) were somewhat more likely to express initial confidence than those from non-English speaking (26.9%) homes. This difference was not found among community college students.

Among community college respondents, black (37.6%) students, especially males (43.2%), were somewhat more likely to check "very confident" than Hispanic (31.4%) and white (31.0%) students. However, among senior college respondents, there was

little difference between the major ethnic groupings. There was little difference between the sexes. (See Table 27.)

In Table 28, the respondents' initial confidence is given by their current educational program or major field. Among senior college upper division students, biological science (53.9%) majors were most likely to have been very confident and health services (26.4%) majors were least. Among community college students, engineering (39.4%) majors were most likely to have been very confident and public services (30.2%) majors were least.

EDUCATIONAL ASPIRATION

Respondents were asked, "What is the highest degree that you realistically expect to obtain?" Their response distribution follows:

	CUNY	Senior Colleges	Community Colleges
Associate	10.3	1.6	24.8
Baccalaureate	33.4	29.9	40.2
Master's	36.7	46.1	22.5
Doctorate*	17.2	20.5	9.1
No answer	2.4	1.8	3.4
	100.0	100.0	100.0

*On the questionnaire, the response category was "Doctoral (or professional) degree (e.g., J.D., M.D., Ph.D., etc.)"

Two-thirds of the senior college students expected to obtain post-graduate degrees. Seven out of ten community college students anticipated obtaining the baccalaureate and nearly one-third planned to go on to get post-graduate degrees. Among the senior colleges, Staten Island Upper Division (73.5%) and City College (72.8%) students were most likely to aspire to post-graduate degrees and Jay College (57.2%) and York College (59.8%) students were least. Among the community colleges, Evers Community College (80.9%) and Borough of Manhattan Community College (76.7%) students were most likely to expect to obtain at least baccalaureate degrees and LaGuardia Community College (58.0%) and Hostos Community College students (62.9%) were least. (See Table 28.)

There was no apparent relationship between age and educational aspiration. However, as is indicated in Table 29, the higher the respondents' class level, the higher were their educational aspirations. For senior college students, 50.0% of the freshmen expected to obtain post-graduate degrees, as did 73.7% of the seniors.

Among senior college students, there was little difference in post-graduate degree aspiration between parentally-dependent and independent students; regardless of family type, the higher the family income, the more likely the respondents expected to obtain post-graduate degrees. Among community college students,

there was little difference between parentally-dependent and independent students in terms of their expecting at least a baccalaureate; there was no apparent relationship between family income and educational aspiration. (See Table 30.)

As is indicated in Table 31, for senior college students, there was little difference between the major ethnic groupings in terms of their post-graduate degree aspiration; there was little difference between the sexes, except for Hispanic respondents among whom females (69.9%) were more likely to have post-graduate degree aspirations than males (58.5%). Among community college students from all three major ethnic groupings, males tended to have higher educational aspirations than females.

The more formal education that their parents acquired, the higher were the students' educational aspirations. This is illustrated in the distributions that follow:

PERCENT SCs ASPIRING TO POST-GRADUATE DEGREES & CCs TO BACCALAUREATE DEGREES BY PARENTAL EDUCATION

		Senior Colleges Post-Graduate Aspiration	Community Colleges Baccalaureate Aspiration
Father's Education	8th grade	58.6	71.1
	HS grad	62.5	74.2
	College grad	64.2	75.8
	Post-grad	66.6	76.3
Mother's Education	8th grade	55.4	71.1
	HS grad	62.2	71.8
	College grad	66.1	85.5
	Post-grad	71.3	89.6

Educational aspiration appeared to be unaffected by having children at home, by speaking a language other than English at home, or by the number of hours employed during the semester.

Students who originally entered the senior colleges for "occupational training" or to "qualify for higher position" were less likely to aspire to post-graduate degrees than the rest. Students who went to community colleges for "occupational training" were less likely to aspire to baccalaureate degrees than the others. The distributions below provide the figures.

PERCENT SCs ASPIRING TO POST-GRADUATE DEGREES & CCs TO BACCALAUREATE DEGREES BY REASON FOR GOING TO COLLEGE

	Senior Colleges Post-Graduate Aspiration	Community Colleges Baccalaureate Aspiration
Intellectual development	66.8	76.7
Personal growth	64.9	75.4
Professional preparation	62.9	76.9
Occupational training	56.6	62.3
Qualify for higher promotion	56.4	74.7

As is indicated below, students who felt "very confident" when they entered college were more likely to have higher educational aspirations than those who were unsure.

PERCENT SCs ASPIRING TO POST-GRADUATE DEGREES & CCs TO BACCALAUREATE DEGREES BY INITIAL SELF-CONFIDENCE

	Senior Colleges Post-Graduate Aspiration	Community Colleges Baccalaureate Aspiration
Very confident	71.2	78.3
Fairly confident	59.4	72.2
Unsure	52.2	66.6

USE OF COUNSELING

The following item appeared on the questionnaire:

To what extent have you used counseling services at _____ College during the fall?

Frequently
Occasionally
Hardly ever
Never

As is indicated in Table 32, among CUNY students, 35.5% mentioned either "frequently" or "occasionally"; among senior college students, the figure was 30.5% and, among community college students, it was 44.8%.

For the senior colleges, York College (45.2%) and Lehman College (41.4%) students exhibited the highest proportions and Queens College (16.8%) students the lowest. For the community colleges, Bronx Community College (59.9%), Evers Community College (59.8%) and Hostos Community College (59.8%) students showed the highest proportions and Queensborough Community College (28.0%) students the lowest.

In the senior colleges, the lower the class level, the greater was the reported use of counseling: frequent or occasional use was mentioned by 42.9% of the freshmen, 38.7% of the sophomores, 32.7% of the juniors, 27.2% of the seniors, and 11.2% of the graduate students. However, there was little difference among community college respondents in this regard. (See Table 33.)

There was no relationship apparent between age and the use of counseling.

As is indicated in Table 34, the lower the family income, the greater was the reported use of counseling. This was true for both senior college and community college respondents and for those residing in parent-headed, as well as self- or spouse-headed, households. Among senior college students, black (48.2%) and Hispanic (41.9%) respondents were more likely to report using counseling "frequently" or "occasionally" than were white (22.5%) respondents. Among community college students, the figures were as follows: black, 52.7%; Hispanic, 52.6%; and white, 34.8%. There was some difference between males (42.1%) and females (47.0%) in this regard. (See Table 35.)

There was no apparent relationship between the language spoken at home and the use of counseling services.

Students who were employed during the semester reported less use of counseling services than did those who were not working.

PERCENT USING COUNSELING FREQUENTLY/OCCASIONALLY BY EMPLOYMENT STATUS

	Senior Colleges	Community Colleges
No	41.1	56.2
No, looking	48.7	51.1
Yes, 20 hrs/wk	31.8	45.0
Yes, 20 35	24.3	42.9
Yes, 35 hrs.	24.8	36.8

Related is the fact that students who attend college part-time reportedly made less use of counseling services than did full-time enrollees.

PERCENT USING COUNSELING FREQUENTLY/OCCASIONALLY BY ATTENDANCE STATUS

	Senior Colleges	Community Colleges
Full-Time	37.1	49.8
Part-Time	20.0	36.8

The use of counseling services did not differ significantly in terms of the respondents' reasons given for going to college or their initial self-confidence.

There were wide differences in the use of counseling services depending upon the respondents' program (or major field). Among senior college upper division students, the proportions that reported frequent or occasional use ranged from the low of computer science (11.7%) to the high of public services (38.8%) majors.

Among community college students, the range was from the low of engineering (38.6%) to the high of public services (51.9%) majors. (See Table 36.)

USE OF TUTORING

The following item appeared on the questionnaire:

To what extent have you used tutoring services at _____College during the fall?

Frequently
Occasionally
Hardly ever
Never

As is indicated in Table 32, among CUNY students, 17.8 mentioned either "frequently" or "occasionally"; among senior college students, the figure was 13.3% and, among community colleges students, it was 25.9%.

For the senior colleges, York College (24.4%) and City College (23.2%) students exhibited the highest proportions and Queens College (9.6%) and Staten Island Upper Division (6.7%) students had the lowest proportions of frequent or occasional users of tutoring. Among the community colleges, LaGuardia Community College (33.1%) and Evers Community College (44.9%) students showed the highest proportions and Queensborough Community College (12.7%) students the lowest.

In the senior colleges, the lower the class level, the greater was the reported use of tutoring: frequent or occasional use was mentioned by 24.8% of the freshmen, 18.7% of the sophomores,

13.4% of the juniors, 10.2% of the seniors, and 1.4% of the graduate students. However, there was little difference among the community college respondents in this regard.

There was no relationship apparent between age and use of tutoring. As is indicated in Table 34, the lower the family income, the greater was the reported use of tutoring. This was true for both senior college and community college respondents and for those residing in parent-headed, as well as self- or spouse-headed, households.

Among senior college students, black (27.6%) and Hispanic (21.5%) respondents were more likely to report using tutoring "frequently" or "occasionally" than were white (6.8%) respondents. Among community college students, the figures were as follows: black, 38.1%; Hispanic, 33.7%; and white, 11.8%. There was some difference among males (23.1%) and females (28.3%) in this regard.

Respondents who were bilingual or who came from non-English-speaking homes were more likely to use tutoring services than were those from English-speaking homes.

PERCENT USING TUTORING FREQUENTLY/OCCASIONALLY BY LANGUAGE AT HOME

	Senior Colleges	Community Colleges
English only	14.2	26.0
English & other	19.5	31.3
Other primarily	24.9	30.2

Students who were employed during the semester made less use of tutoring services than did those who were not working.

PERCENT USING TUTORING FREQUENTLY/OCCASIONALLY BY EMPLOYMENT STATUS

	Senior Colleges	Community Colleges
No	22.4	34.0
No, looking	26.8	30.9
Yes, <20 hrs/wk	11.1	21.5
Yes, 20<35	10.2	25.6
Yes, ≥ 35 hrs.	8.6	18.9

Related to this is the fact that students who attended college part-time reportedly made less use of tutoring services than did full-time enrollees.

PERCENT USING TUTORING FREQUENTLY/OCCASIONALLY BY ATTENDANCE STATUS

	Senior Colleges	Community Colleges
Full-time	18.1	30.3
Part-time	6.2	19.0

The use of tutoring services did not differ significantly in terms of the respondents' reasons for going to college or their initial self-confidence.

There were wide differences in the use of tutoring services depending upon the respondents' program (or major field).

Among senior college upper division students, the proportions that reported frequent or occasional use ranged from the low of fine or applied arts (6.4%) to the high of engineering (23.6%) majors. Among community college students, the range was from the low of public services (21.6%) to the high of health services (35.3%) majors. (See Table 36.)

DEGREE PROGRAM

Respondents indicated the degree program or major field in which they were enrolled. These specific programs were classified into the larger categories* that are used in this report.

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*Illustrations of the categorization follow:

	Senior Colleges	Community Colleges
Public Services	Police Science, Correction Administration, Public Administration, Fire Science, Social Work	Recreation, Community Service, Public Admin.
Health Services	Nursing, Environmental Health Science, Physical Therapy, Speech Pathology, Medical Services Admin.	Nursing, Dental Hygiene Radiological Tech., Occup. Therapy
Business/Acctg	Bus. Admin., Finance, Insurance, Real Estate, Marketing, Advertising	Hotel-Rest. Mgt., Advertising Design, Secretarial Sci.
Engineering	Civil Eng., Chemical Eng., Electrical Eng., Mechanical Eng.	Automotive Tech., Construction Tech., Drafting Tech., Machine Tool Tech.

As is indicated in Table 37, among senior college students in the upper division (in general, juniors and seniors are expected to have chosen a program or major field), males were more likely than females to have selected business or accounting (18.2% vs. 8.1%), engineering (8.3% vs. 0.2%), physical science and mathematics (7.5% vs. 2.9%), computer science (2.9%) vs. 0.4%), and public services (6.8% vs. 2.8%); females were more likely to have chosen education (18.6% vs. 5.0%), liberal arts (14.3% vs. 6.0%) and health services (6.7% vs. 2.4%). Among community college students, males were more likely to have selected engineering (18.8% vs. 0.6%) and computer science (6.4% vs. 2.7%); females were more likely to have selected health services (23.1% vs. 7.7%) and education (6.3% vs. 1.0%).

These data may be viewed in another way (see Table 38). Of the respondents in each major field, what proportion were male or female? For respondents in the senior colleges upper division, the major fields with male predominance were engineering (97.9%), computer science (87.8%), physical science and mathematics (71.2%), public services (69.4%), and business or accounting (67.9%) and, to a lesser extent, biological sciences (54.5%); female predominance was found in education (79.9%), health services (74.9%), liberal arts (71.5%), and to a lesser extent, social science (52.4%) and fine or applied arts (56.2%). For respondents in the community colleges, the programs with male predominance were

engineering (96.0%) and computer science (65.9%); female dominance was found in education (88.9%), health services (78.5%), and public services (75.5%) and, to a lesser extent, business or accounting (53.9%) and liberal arts (55.4%).

Returning to Table 37, among senior college students in the upper division: black (26.4%, with females, 30.5%, and males, 20.5%) and white (26.1%, with little proportionate difference between the sexes) were more likely than Hispanic students (17.5%, with little difference between the sexes) to have selected social science; white female (18.1%) and Hispanic female (14.1%) were more likely than black female students (5.9%) to have chosen liberal arts; engineering was more likely to have been selected by Hispanic male (15.8%) and black male (15.7%) than white male (5.4%) students; education was more likely to be chosen by black (15.6%, with females, 21.2% and males, 6.8%) and Hispanic (15.4%, with females, 19.1%, and males, 11.2%) than white (10.5%, with females, 18.2%, and males, 3.4%) students; health services were more likely to be chosen by Hispanic female (11.5%) and black female (11.0%) than white female (4.4%) students.

Among community college respondents: Hispanic (32.7%) students showed a greater likelihood to choose liberal arts and science than did white (28.7%) and black students (25.8%); engineering was more likely to be chosen by black males (19.2%)

and white male (19.0%) than Hispanic male (15.3%) students; education was more likely to be selected by Hispanic female (9.3%) and black female (7.3%) than white female (3.8%) students; and health services was more likely to be chosen by black female (28.3%) and white female (20.6%) than Hispanic female (15.1%) students.

The data of Table 38 illustrates an alternative view: the ethnic distribution of each program. Of interest among senior college upper division respondents was the proportion of Asian students in computer science, black students in health services and engineering, Puerto Rican students in health services and education, other Hispanic students in engineering and biological sciences, and white students in fine or applied and liberal arts.

Of interest among community college students was the proportion of Asian students in computer science, black students in public services and education, Puerto Rican and other Hispanic students in education, and white students in engineering, business or accounting, and liberal arts and science.

Among respondents in the senior colleges upper division who (or whose spouse) headed their own households, the higher their family income, the more likely that they majored in business

or accounting and public services and the less likely that they majored in education.

For students in the community colleges who headed their own households, the higher their family income, the more likely that they majored in business or accounting and health services and the less likely that they majored in education. (See Table 39.)

PERCENT CHOOSING PROGRAMS BY OWN FAMILY INCOME

	Senior Colleges UD			Community Colleges		
Own Family Income	Bus. Acctg	Education	Public Svcs.	Bus. Acctg.	Education	Health Svcs.
$ < 8000	8.5	11.7	2.0	23.9	5.9	20.5
$ <16000	14.4	13.5	3.4	29.5	4.4	17.3
≥16000	18.3	7.2	12.6	32.1	1.4	13.8

Table 40 presents data on the proportion of respondents in each major who were in parent-headed and self- or spouse-headed households: among senior college upper division students, the proportion of independent students ranged from 22.8 of the biological science majors to 50.8 of the public service majors; among community college students, the range was from 32.6% of the engineering majors to 54.6% of the public service majors.

For senior college upper division students, biological science (26.9) majors were most likely to come from parent-headed, low-

income homes and computer science (5.7%) majors were least; engineering (18.8%) majors were most likely to derive from own-headed, low-income households and public services (5.9%) majors were least. For community college students, public services (31.7%) majors were most likely to come from parent-headed, low-income families and business or accounting (22.4%) majors were least; education (29.7%) majors were most likely to derive from own-headed, low-income families and engineering (13.6%) majors were least.

As is indicated in Table 41, among senior college upper division respondents, computer science (76.1%) and public services (74.9%) majors were most likely to be employed during the semester and biological science (49.5%) majors were least. Among community college students, computer science (64.8%) majors were most likely to be working and health services (36.9%) majors were least.

Data concerning full-time and part-time college attendance is also given to Table 41. For senior college upper division respondents, education (54.1%) majors were most likely to be attending part-time and engineering (22.6%) majors least. For community college respondents, computer science (43.6%) majors were most likely to be attending part-time and public services (25.6%) majors least.

In Table 42, figures are provided concerning parenthood of students. Among senior college upper division respondents, pub-

lic services (36.6%) majors exhibited the highest proportion with children living with them and biological science (10.2%) majors the lowest. For community college respondents, public services (41.5%) majors showed the highest proportion and engineering (15.4%) majors the lowest.

As is indicated in Table 42, the major field with the highest proportion of students from homes which were bilingual or non-English-speaking was engineering for both senior college upper division (37.7% and 23.9%) and community college (38.4% and 7.5%) students. Another way to view these data is presented below: respondents in the senior college upper division from bilingual and non-English-speaking homes were more likely to choose liberal arts (which includes foreign languages) and engineering and less likely to select social science, business or accounting, and public services; in the community colleges, they were more likely to choose engineering and less likely to select health sciences.

PERCENT CHOOSING PROGRAM BY LANGUAGE AT HOME

	Senior Colleges Upper Division					Community College	
	Soc. Sci.	Lib. Arts	Engin-eering	Bus/ Acctg.	Public Svcs.	Engin-eering	Health Svcs.
English only	28.0	9.7	2.4	13.8	5.1	7.1	18.7
English & other	21.4	11.2	5.8	12.2	4.3	14.0	13.6
Other primarily	15.1	13.5	17.5	7.7	1.9	12.0	12.3

In Table 43, program or major field is related to the respondents' reason for going to college. Senior college upper division students who entered primarily for "intellectual development" exhibited a greater likelihood than the rest to major in biological sciences, fine or applied arts and liberal arts; those who came to college for "personal growth" were more likely to major in social sciences; respondents who desired "professional preparation" showed a greater likelihood to choose health services and education; those who wanted "occupational training" were more likely to select physical science or mathematics, engineering and public services; and those who came to "qualify for promotion" exhibited a greater likelihood to major in business or accounting and education.

Among community college students, those who entered for "intellectual development" were more likely than the rest to select liberal arts and science; students who came for "personal growth" showed a greater likelihood to choose public services; those who wanted "professional development" were more likely to select health services; students who desired "occupational training" exhibited a greater likelihood to choose engineering and education; and those who came to "qualify for promotion" were more likely to major in business or accounting and computer science.

The greater the confidence the respondents felt when they came to college, the more likely that the students in the senior colleges upper division majored in biological science and liberal arts and the less likely that they chose social science and health services. For community college students, the greater the initial confidence, the more likely that they selected engineering and the less likely that they chose education and health services. (See Table 43.)

As may be seen in Table 44, among senior college upper division respondents, biological science (59.1%) majors were most likely to expect to obtain the doctorate and business or accounting (6.9%) and health services (7.1%) least; education majors led the rest in aspiring to post-graduate degrees, especially the Master's.

Among community college students, health services (81.7%) and liberal arts and science (81.2%) majors had the largest proportion anticipating at least the baccalaureate, and business or accounting (65.3%) majors had the smallest.

PROGRAM EXPECTATION

After being requested to indicate the degree program or major field in which they were enrolled, respondents were asked,

"What is your degree program (or major) like compared to what you expected when you first enrolled in it?"

Exactly what I expected
Similar to what I expected
Somewhat different from what I expected
Very different from what I expected
Not enrolled in a program

Of the senior college upper division respondents, 65.8% wrote that their program was similar to or exactly what they expected; students from Jay College (77.1%) and Baruch College (75.3%) were more likely to provide such responses and those from Lehman College (60.7%) were less likely. Of the community college respondents, 63.7% mentioned that their program conformed to their expectations; students from LaGuardia Community College (66.7%) and Staten Island Lower Division (66.4%) were more likely to give such responses and those from Bronx Community College (56.1%) were less likely. (See Table 45.)

There was no apparent relationship between parental education and the fulfillment of program expectations.

As is indicated in Table 46, among senior college upper division respondents, white (68.8%) and black (65.5%) students were more likely than Hispanic (53.7%) students to mention that their programs were similar to or exactly what they expected; males (69.2%) were somewhat more prone to give such responses than females (62.5%). There was little difference between the major

ethnic groupings among community college respondents -- white (66.5%), Hispanic (64.3%) and black (66.4%); again, males (68.5%) were somewhat more likely to provide such responses than females (61.4%).

Table 47 presents program expectations by family type and family income. Students from low-income families, particularly those that were parent-headed, were least likely to report that their programs were similar to or exactly what they expected. This was true for both senior college upper division and community college respondents.

The data below indicate that students who came from non-English speaking homes were less likely to say that their program expectations were similar to or exactly what they found.

PERCENT WITH EXACT/SIMILAR EXPECTATIONS BY LANGUAGE AT HOME

	Senior Colleges Upper Division	Community Colleges
English only	67.8	68.3
English and other	64.5	66.5
Other primarily	49.0	58.0

Senior college upper division students who went to college to obtain "occupational training" or "professional preparation" were more likely than the rest to report that their programs fulfilled their expectations. However, among community col-

lege students, those who came for "intellectual development" showed a greater likelihood to have their expectations fulfilled. (See below.)

PERCENT WITH EXACT/SIMILAR PROGRAM EXPECTATIONS BY REASON FOR FOR GOING TO COLLEGE

	Senior Colleges Upper Division	Community Colleges
Intellectual development	65.4	71.4
Personal growth	60.0	67.6
Professional preparation	69.0	66.5
Occupational training	69.7	67.9
Qualify for higher position	60.7	68.8

Among senior college upper division respondents, sixty-seven percent of those who, when they entered, were confident of being able to do college-level work said that their programs fulfilled their expectations, in contrast to sixty percent of those who were unsure. Among community college respondents, the proportions were sixty-nine percent of the confident and sixty percent of the unsure.

Students whose program experience was different from their expectations exhibited no greater likelihood to use counseling and tutoring services than those whose experience was similar to or exactly what they expected.

In Table 48, responses concerning program expectation are presented by the program in which the respondents were enrolled. Among senior college upper division students, business or accounting (81.5%), computer science (79.2%), and engineering (75.1%) majors were more likely to report that their experiences were similar to or exactly what they expected; health services (51.8%) majors were least likely. Among community college students, business or accounting (76.0%), public services (71.3%) and engineering (71.2%) majors showed a greater likelihood to claim expectation fulfillment; education (57.1%) and health services (59.8%) majors were less likely.

Among senior college upper division students, the more their program lived up to their expectations, the more they expected to obtain postgraduate degrees. However, among community college students, there was no relationship between program expectation and educational aspiration. (See below.)

PERCENT SCs(UD) ASPIRING TO POST-GRADUATE DEGREES & CCs TO BACCALAUREATE DEGREES BY PROGRAM EXPECTATION

	Senior Colleges Upper Division Post-Graduate	Community Colleges Baccalaureate
Exactly what	74.0	73.3
Similar to	71.6	78.9
Different from	66.5	74.6

PROGRAM SATISFACTION

After completing the item dealing with the extent to which their program compared to their expectations of it, respondents were asked, "Are you satisfied or dissatisfied with the program (or major) in which you are enrolled?"

Very satisfied
Fairly satisfied
Fairly dissatisfied
Very dissatisfied
Not enrolled in a program

Of the respondents in the senior college upper division, 82.3% wrote that they were either very or fairly satisfied; students from Jay College (88.9%) and York College (87.1%) were more likely to provide that response and those from Hunter College (79.4%) and Brooklyn College (76.3%) were less likely. Of the respondents in the community colleges, 79.4% mentioned that they were very or fairly satisfied; students from Hostos Community College (82.0%) and Evers Community College (81.2%) were more likely to indicate that and those from Queensborough Community College (77.7%), Kingsborough Community College (78.7%) and New York City Community College (78.8%) were less likely. (See Table 45.)

There was no apparent relationship between parental education and program satisfaction or between language spoken at home

and program satisfaction. Program satisfaction was unrelated to family type and family income. (See Table 47).

As is indicated in Table 46, there was little difference among students by major ethnic grouping and by sex. Senior college upper division figures were: black (81.6%), Hispanic (84.1%) and white (82.7%); males (83.8%) and females (80.6%). Community college figures were: black (79.0%), Hispanic (82.3%) and white (78.7%); males (81.4%) and females (77.7%).

Senior college upper division students who went to college to obtain "professional preparation" were more likely than the rest to report satisfaction with their programs. Among community college students, those who came to "qualify for higher position" showed a greater likelihood to be satisfied with their programs. (See below.)

PERCENT VERY/FAIRLY SATISFIED BY REASON FOR GOING TO COLLEGE

	Senior Colleges Upper Division	Community Colleges
Intellectual development	77.7	82.8
Personal growth	82.7	79.5
Professional preparation	85.4	84.8
Occupational training	82.8	84.5
Qualify for higher position	79.0	86.1

There was no relationship between initial confidence to do college-level work and program satisfaction.

Students at both the senior colleges upper division and the community colleges who were satisfied with their programs showed a greater likelihood to report using counseling services than did those who were dissatisfied. (See below.) However, there was no apparent relationship between program satisfaction and the use of tutoring services.

PERCENT USING COUNSELING FREQUENTLY/OCCASIONALLY BY PROGRAM SATISFACTION

	Senior Colleges Upper Division	Community Colleges
Very satisfied	35.6	53.0
Fairly satisfied	28.1	45.4
Fairly dissatisfied	26.6	41.5
Very dissatisfied	17.4	43.2

The combined influence of program satisfaction and initial confidence in the use of counseling services is shown below. Among community college students, the combined influence produced the following figures: 50.8% of the students who were both confident as freshmen and satisfied with their program as upperclassmen utilized counseling services frequently or occasionally, in contrast to 34.1% of those who were both unsure and dissatisfied.

PERCENT USING COUNSELING FREQUENTLY/OCCASIONALLY BY INITIAL CONFIDENCE & PROGRAM SATISFACTION

	Senior Colleges Upper Division	Community Colleges
Confident/satisfied	31.4	50.8
Confident/dissatisfied	24.0	46.5
Unsure/satisfied	28.1	41.8
Unsure/dissatisfied	25.5	34.1

Students at the senior colleges upper division who were satisfied with their programs showed a greater likelihood to aspire to post-graduate degrees than those who were dissatisfied. Educational aspiration was not related to program satisfaction among community college students. (See below.)

PERCENT SCs (UD) ASPIRING TO POST-GRADUATE DEGREES & CCs TO BACCALAUREATE DEGREES BY PROGRAM SATISFACTION

	Senior Colleges Upper Division Post-Graduate	Community Colleges Baccalaureate
Very satisfied	75.3	75.4
Fairly satisfied	69.3	72.4
Fairly dissatisfied	66.0	73.9
Very dissatisfied	60.7	75.3

The combined influence of program satisfaction and initial confidence on educational aspiration is shown below. Among senior college upper division students, the combined influence produced the following figures: 73.2% of the students who were both con-

fident as freshmen and satisfied with their programs as upperclassmen aspired to post-graduate degrees, in contrast to 53.9% of those who were both unsure and dissatisfied.

PERCENT SCs (UD) ASPIRING TO POST-GRADUATE DEGREES & CCs TO BACCALAUREATE DEGREES BY INITIAL CONFIDENCE & PROGRAM SATISFACTION

	Senior Colleges Upper Division Post-graduate	Community Colleges Baccalaureate
Confident/satisfied	73.2	74.9
Confident/dissatisfied	67.0	77.0
Unsure/satisfied	61.2	66.8
Unsure/dissatisfied	53.9	64.5

In Table 48, responses concerning program satisfaction are presented by the program in which the respondents were enrolled. Among senior college upper division students, business or accounting (91.2%) and public services (90.1%) majors were more likely to report that they were very or fairly satisfied; social science (81.4%) and biological science (81.6%) majors were less likely to state that. Among community college students, business or accounting (89.8%) and engineering (87.9%) majors showed a greater likelihood to indicate program satisfaction; public services (79.0%) and liberal arts and science (79.8%) majors were less likely to make that claim.

Among senior college upper division students, the more satisfied they were with their program, the more they expected to obtain

post-graduate degrees. However, among community college students, there was no relationship between program satisfaction and educational aspiration. (See below.)

PERCENT SCs (UD) ASPIRING TO POST-GRADUATE DEGREES & CCs TO BACCALAUREATE DEGREES BY PROGRAM SATISFACTION

	Senior Colleges Upper Division Post-Graduate	Community Colleges Baccalaureate
Exactly what	75.3	75.4
Similar to	69.3	72.4
Different from	64.5	74.5

In Table 49, program satisfaction was found to be correlated with program expectation. Among senior college upper division students, 96.9% of the respondents whose programs were exactly what they expected reported that they were very or fairly satisfied with them; 93.3% of those whose programs were similar to their expectations said that they were satisfied, as did 70.4% of those whose experience was somewhat different from their expectations and 46.5% of those whose experience was very different. Among community college students, 95.8% of the respondents whose programs were exactly what they expected reported that they were very or fairly satisfied with them; 92.1% of those whose programs were similar to their expectations said that they were satisfied, as did 76.2% of those who experience was somewhat different and 49.5% of those whose experience was very different.

Comparative Data

Statistics describing the students at the City University of New York and those at the State University of New York show some similarities and some differences. As is indicated in Table 50, 62.5% of the part-time senior college students at CUNY were 25 years or olders vs. 64.0% of their counterparts at SUNY. The corresponding figures for full-time senior college students showed a greater disparity: 18.3% for CUNY and 12.2% for SUNY.

Among part-time community college students, the proportions 25 years or older were 58.9% for CUNY and 57.6% for SUNY. The corresponding figures for full-time community college students showed a greater difference: 24.8% for CUNY vs. 13.3% for SUNY. The greatest disparity was in the proportions that were 19 years or younger: 40.7% for CUNY vs. 60.1% for SUNY.

Among part-time students at CUNY and SUNY, females were in the majority in both senior and community colleges. However, among full-time students, females were in the majority at CUNY but they were a minority at SUNY. (See Table 50.)

As is indicated in Table 51, there were larger proportions of black and Hispanic students at CUNY than at SUNY. The figures for full-time students were as follows: black students, 26.9% vs. 4.7%, and Hispanic students, 16.3% vs. 1.2%. CUNY also contained a larger proportion of minority students than the

state universities and land-grant colleges in the nation; the figures for black students were 26.0% vs. 6.7% and, for Hispanic students, 13.7% vs. 3.6%.

In Table 52, ethnic distributions are provided for CUNY and for public institutions in the nation. Compared to students in all American public institutions, CUNY has nearly three times the proportion of Asian, over three times the proportion of black, and over four times the proportion of Hispanic students.

More elaborate comparative data are contained in a survey of freshmen from a nation-wide sample of colleges that was conducted by the American Council on Education. As is indicated in Table 53, there was a significantly greater proportion of black, Puerto Rican and other Hispanic students among freshmen at CUNY, compared to freshmen at four-year colleges, two-year colleges, and at other public universities in the nation.

Table 53 also provides comparative data for educational aspiration. Post-graduate degree expectations were reported by 49.7% of CUNY senior college male freshmen vs. 62.8% of the male freshmen in four-year colleges nationally. The corresponding figures for female freshmen were 50.8% vs. 55.9%; the difference for female freshmen was smaller because, while aspiration levels among CUNY senior college male and female freshmen were similar, the aspiration level of four-year college female freshmen was lower than that of males nationally.

Baccalaureate degree aspirations were reported by 77.8% of the CUNY community college male freshmen vs. a similar proportion, 76.1% for two-year college male freshmen nationally. The corresponding figures for female freshmen were 64.3% vs. 67.9%, also very similar.

Other data from the A.C.E. survey of freshmen indicate the following (See Table 54): CUNY freshmen

. . . were two-and -one-half time more likely to be from families with annual incomes of under $8,000 (38.7% vs. 15.5%) and two-and-one-half time less likely to be from families with annual incomes of $20,000 and over (14.5% vs. 37.9%);

. . . were nearly three times more likely to have fathers with an eighth grade education or less (21.2% vs. 7.5%) and nearly four times more likely to have mothers with an eighth grade education or less (18.9% vs. 4.9%),

. . . were over two-and-one-half time less likely to have fathers who were college graduates (12.5% vs. 33.4%) and over three times less likely to have mothers who were college graduates (6.6% vs. 21.2%) and

. . . were over nine times more likely to have children themselves (21.5% vs. 2.3%).

These descriptive characteristics are important to an understanding of the special nature of the students of CUNY and to the development of programs to serve their particular educational needs. Periodic follow-up surveys will enable us to discern trends that can have major program and policy significance.

TABLES

Table 1: AGE BY CUNY, SENIOR COLLEGE AND COMMUNITY COLLEGE

AGE	CUNY*	SENIOR COLLEGES**	Sr/Jr	Sr/Fr	COMMUNITY COLLEGES
>35 yrs.	12.8	11.7	10.2	6.7	14.4
30-34	9.2	8.6	8.8	3.9	9.6
25-29	15.3	15.8	14.7	7.2	13.8
22-24	15.5	17.6	21.3	7.2	12.3
20-21	18.6	21.1	34.9	16.2	15.2
18-19	22.0	19.3	6.0	49.1	27.0
<18 yrs.	1.9	1.9	0.0	5.3	2.1
No Answer	4.7	4.1	4.0	4.3	5.7
Total	100.0	100.0	100.0	100.0	100.0
Mean Age (in yrs.)	25.2	25.1	24.9	21.9	25.6

	Baruch	Bklyn	City	Hunter	Jay	Lehman	Queens	SI(UD)	York
>35 yrs.	8.6	10.2	9.0	14.1	17.8	10.1	12.2	22.7	13.7
30-34	13.2	7.5	7.6	12.0	11.4	6.8	4.4	14.5	6.6
25-29	22.1	9.5	18.9	19.4	17.3	17.4	11.4	26.5	12.5
22-24	13.4	17.0	20.3	15.6	13.9	17.6	21.2	21.4	17.0
20-21	15.6	27.7	17.3	16.5	15.3	24.2	24.2	10.2	27.0
18-19	21.3	21.4	20.1	17.5	14.4	18.8	21.8	1.0	14.2
<18 yrs.	1.4	2.4	2.4	1.9	1.8	2.1	1.5	0.0	0.7
No Answer	4.3	4.1	4.5	2.9	8.2	2.8	3.3	3.6	8.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Age (in yrs.)	25.3	24.4	24.7	26.6	27.2	24.7	24.7	29.4	26.0

	B.Manh	Bronx	Evers	Hostos	Kgboro	LaGa	NYC	Qnboro	SI(LD)
>35 yrs.	17.9	13.3	22.2	15.3	12.9	11.6	15.5	11.4	14.7
30-34	11.6	9.5	11.6	11.1	8.0	6.8	12.0	7.3	9.2
25-29	16.4	17.1	15.2	23.2	11.1	10.0	13.6	10.7	13.7
22-24	13.7	15.4	11.6	16.7	11.3	9.8	11.4	12.9	8.8
20-21	15.8	14.4	11.8	13.3	13.5	7.8	15.8	21.2	13.3
18-19	19.4	20.6	19.0	12.1	34.1	46.3	25.8	32.7	25.8
<18 yrs.	1.5	1.1	0.7	0.5	2.0	3.9	1.9	1.6	5.0
No Answer	3.6	8.7	7.9	7.9	7.1	3.7	4.1	2.2	9.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Age (in yrs.)	27.0	26.0	28.0	27.0	25.2	23.6	25.9	24.4	25.8

*Includes students in the Graduate School and University Center(mean age: 31.1 yrs.)

**Includes students in Master's degree programs and non-matriculated students.

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Table 2: AGE BY ETHNICITY AND SEX FOR CUNY, SENIOR COLLEGES (TOTAL) AND COMMUNITY COLLEGES (TOTAL)

	BLACK			HISPANIC			WHITE			TOTAL**	
	Male	Female	All*	Male	Female	All*	Male	Female	All*	Male	Female
AGE											
CUNY***											
≥ 35 yrs.	16.4	19.5	18.3	6.3	10.3	8.6	7.3	15.7	11.5	9.0	16.0
30-34	12.2	9.9	10.9	10.8	11.2	9.1	8.5	8.2	8.3	9.8	8.6
25-29	20.0	14.0	16.1	19.9	16.2	17.9	16.2	12.4	14.3	17.7	13.4
22-24	14.0	14.2	14.2	16.4	17.1	16.7	16.7	14.5	15.5	16.3	14.8
20-21	14.4	15.2	14.8	19.6	18.4	18.9	21.6	18.7	20.2	19.7	17.8
18-19	15.6	20.2	18.5	18.3	23.5	21.1	24.1	24.1	24.1	21.1	22.8
< 18 yrs.	2.1	1.3	1.6	0.6	1.4	1.1	2.0	2.9	2.4	1.8	2.1
No Answer	5.2	5.8	5.6	8.1	5.4	6.7	3.6	3.6	3.6	4.6	4.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Age (in yrs.)	26.7	27.0	26.9	24.1	24.9	24.5	23.7	25.8	24.8	24.4	25.9
SENIOR COLLEGES											
≥ 35 yrs.	18.0	15.7	16.8	3.3	9.8	6.9	6.9	14.7	10.9	8.4	14.3
30-34	10.1	10.6	10.5	11.5	4.9	7.8	8.5	7.6	8.1	9.5	7.8
25-29	23.3	14.2	17.7	18.8	17.6	18.1	16.1	13.1	14.6	18.0	14.0
22-24	13.8	17.3	15.9	16.3	21.9	19.2	19.5	16.1	17.6	18.5	16.9
20-21	12.1	16.1	14.5	22.1	23.7	22.9	24.3	21.3	22.8	21.5	20.6
18-19	15.1	19.9	17.9	17.9	16.4	16.9	19.9	21.3	20.6	18.1	20.5
< 18 yrs.	2.9	1.3	1.9	0.9	1.8	1.4	1.4	2.8	2.1	1.5	2.2
No Answer	4.7	4.9	4.8	9.4	3.9	6.7	3.4	3.0	3.3	4.4	3.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Age (in yrs.)	26.8	26.3	26.6	23.9	25.0	24.5	23.8	25.6	24.8	24.4	25.6
COMMUNITY COLLEGES											
≥ 35 yrs.	14.4	22.7	19.7	9.0	10.6	10.0	7.7	17.5	12.2	9.7	18.3
30-34	14.4	9.3	11.2	9.8	10.4	10.1	7.3	8.6	7.9	9.7	9.4
25-29	16.5	13.7	14.5	21.0	14.5	17.5	14.7	8.6	11.9	16.2	11.9
22-24	14.4	11.5	12.6	16.6	12.6	14.3	10.9	10.5	10.7	12.8	11.7
20-21	16.9	14.4	15.1	17.3	13.4	15.1	17.1	12.5	15.0	17.3	13.6
18-19	16.3	20.5	19.1	19.0	30.6	25.5	34.9	33.6	34.3	27.0	27.0
< 18 yrs.	1.3	1.4	1.3	0.4	1.1	0.8	3.4	3.4	3.4	2.3	2.0
No Answer	5.9	6.5	6.4	6.9	6.8	6.8	4.0	5.4	4.6	5.1	6.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Age (in yrs.)	26.5	27.8	27.3	24.7	24.7	24.6	23.3	26.3	24.6	24.4	26.6

* Includes those who did not indicate their sex.

** Includes other ethnic groups, as well.

*** Includes students in the Graduate School and University Center.

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Table 3: ETHNICITY BY CUNY, SENIOR COLLEGE AND COMMUNITY COLLEGE

ETHNICITY

	CUNY*	SENIOR COLLEGES**	Sr/Jr	So/Fr	COMMUNITY COLLEGE
Asian	3.4	3.8	4.1	3.7	2.7
Black	26.0	20.5	19.3	26.5	35.7
P. Rican	8.1	6.4	5.6	9.0	11.0
Other Hisp	5.6	4.6	4.8	6.2	7.2
White	55.0	62.8	64.1	53.1	41.4
Other	0.4	0.4	0.4	0.4	0.5
No Answer	1.5	1.5	1.8	1.0	1.4
Total	100.0	100.0	100.0	100.0	100.0

	Baruch	Bklyn	City	Hunter	Jay	Lehman	Queens	SI(UD)	York
Asian	7.7	2.9	6.6	2.2	1.1	2.4	3.3	2.3	3.8
Black	19.2	16.5	33.3	20.1	21.6	19.5	11.8	13.0	48.0
P. Rican	5.0	4.4	12.1	5.5	11.4	12.5	2.0	3.3	4.3
Other Hisp	4.1	1.9	10.6	5.0	3.9	5.9	2.8	3.1	5.4
White	62.8	73.2	35.5	64.7	59.5	57.9	77.7	76.0	35.0
Other	0.2	0.0	0.2	0.2	0.7	0.2	1.1	0.8	0.7
No Answer	1.0	1.0	1.7	2.2	1.8	1.6	1.3	1.5	2.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

	B. Manh	Bronx	Evers	Hostos	Kgboro	LaGa	NYC	Qnboro	SI (LD)
Asian	5.1	2.2	1.4	0.5	1.6	3.4	3.8	2.2	2.1
Black	54.6	49.9	80.7	23.4	17.3	29.2	47.8	21.2	13.3
P. Rican	13.4	21.1	7.3	40.9	4.9	13.5	12.0	2.9	5.5
Other Hisp	11.0	7.6	4.3	30.8	2.9	12.8	6.0	5.8	3.1
White	14.6	15.7	4.5	3.2	72.7	39.5	29.3	65.5	73.5
Other	0.0	0.5	0.9	9.2	0.2	0.9	0.5	0.7	0.5
No Answer	1.2	3.0	0.9	1.0	0.4	0.7	0.5	1.8	2.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Includes students in the Graduate School and University Center.

**Includes students in Master's degree programs and non-matriculated students.

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Table 4: FAMILY TYPE AND FAMILY INCOME BY CUNY, SENIOR COLLEGES (TOTAL) AND COMMUNITY COLLEGES (TOTAL)

FAMILY INCOME	CUNY*	SENIOR COLLEGES**	Sr/Jr	So/Fr	COMMUNITY COLLEGES
$ <4000	13.8	11.4	11.8	14.9	17.8
4 <8000	16.7	14.2	14.5	18.5	20.7
8<12000	18.9	18.2	17.9	18.7	20.4
12<16000	15.2	16.9	18.3	13.6	12.5
16<20000	11.1	12.4	14.1	10.2	9.0
20<24000	8.5	10.2	10.4	8.9	5.7
≥24000	9.4	11.6	9.2	8.9	5.4
No Answer	6.3	5.0	3.8	6.3	6.6
Total	100.0	100.0	100.0	100.0	100.0
FAMILY TYPE					
Parental	53.6	56.3	58.4	71.8	50.3
Own	40.4	39.4	37.7	23.5	41.0
No Answer	6.0	4.4	4.0	4.7	8.7
Total	100.0	100.0	100.0	100.0	100.0
FAMILY TYPE/INCOME					
Parental					
$ <4000	12.2	9.9	8.1	12.5	16.5
4 <8000	19.0	16.4	14.6	20.6	23.9
8<12000	20.6	20.0	20.9	19.6	21.8
12<16000	16.2	17.7	19.2	14.9	13.4
16<20000	12.0	13.2	15.8	11.4	9.9
20<24000	10.1	11.5	12.1	10.5	7.5
≥24000	10.0	11.5	9.3	10.5	7.1
Total	100.0	100.0	100.0	100.0	100.0
Own					
$ <4000	17.3	14.5	18.0	25.5	22.0
4 <8000	16.3	13.1	16.0	17.5	21.1
8<12000	19.9	18.0	15.2	21.3	23.5
12<16000	16.7	18.4	19.3	13.9	14.3
16<20000	11.6	12.8	12.4	9.0	9.6
20<24000	8.0	9.8	9.2	6.0	5.0
≥24000	10.2	13.4	9.9	6.8	4.6
Total	100.0	100.0	100.0	100.0	100.0

* Includes students in the Graduate School and University Center.

**Includes students in Master's degree programs and non-matriculated students.

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Table 5: FAMILY TYPE AND FAMILY INCOME BY SENIOR COLLEGE

FAMILY INCOME	Baruch	Bklyn	City	Hunter	Jay	Lehman	Queens	SI (UD)	York
$ < 4000	6.0	11.2	17.0	12.9	12.8	14.1	7.4	9.4	15.8
4< 8000	10.8	10.5	22.9	17.5	12.8	16.5	9.6	14.0	20.1
8<12000	19.7	20.2	20.8	17.5	15.5	18.1	14.8	14.8	18.2
12<16000	16.1	16.1	14.4	18.0	13.2	19.8	19.7	14.3	15.1
16<20000	14.1	15.1	9.0	9.6	16.2	10.6	13.3	15.8	9.7
20<24000	12.7	11.9	5.7	7.9	12.1	7.5	13.5	11.0	5.9
≥24000	15.8	10.2	6.1	12.9	11.2	7.8	15.9	16.6	6.9
No Answer	4.8	4.9	4.0	3.6	6.4	5.6	5.7	4.1	8.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
FAMILY TYPE									
Parental	52.3	61.6	58.4	51.6	42.4	58.4	62.2	33.9	52.2
Own	44.1	35.3	37.4	46.0	51.5	35.5	32.8	62.0	36.4
No Answer	3.6	8.2	4.2	2.4	6.2	6.1	5.0	4.1	11.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
FAMILY TYPE/INCOME									
Parental									
$ < 4000	7.1	9.8	11.8	15.2	12.4	10.8	5.8	8.3	10.1
4< 8000	14.7	8.2	25.6	21.3	19.8	17.3	13.0	18.9	26.3
8<12000	21.8	22.4	25.2	15.2	21.5	21.4	15.5	15.2	18.9
12<16000	16.6	14.7	14.6	15.6	15.8	23.0	22.7	18.2	17.5
16<20000	14.7	18.4	8.9	9.0	11.9	11.1	14.1	14.4	12.4
20<24000	12.8	13.5	6.9	10.4	9.0	9.1	14.8	12.1	7.8
≥24000	12.3	13.1	6.9	13.3	9.6	7.8	14.1	12.9	6.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Own									
$ < 4000	5.5	15.2	26.1	11.2	13.8	19.5	11.4	10.4	26.1
4< 8000	7.7	15.9	21.0	14.4	8.5	17.4	5.4	12.1	17.0
8<12000	18.7	19.3	16.6	21.4	12.9	16.8	16.1	15.4	21.6
12<16000	17.6	20.7	15.9	22.5	13.4	18.8	18.1	13.3	15.0
16<20000	15.4	11.7	10.2	10.7	21.4	11.4	12.8	17.9	7.8
20<24000	14.3	10.3	4.5	5.9	16.1	6.7	14.1	11.3	3.9
≥24000	20.9	6.9	5.7	13.9	13.8	9.4	22.1	19.6	8.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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Table 6: FAMILY TYPE AND FAMILY INCOME BY COMMUNITY COLLEGE

FAMILY INCOME	B. Man	Bronx	Evers	Hostos	Kgboro	LaGa	NYC	Qnboro	SI (LD)
$ < 4000	26.6	27.9	24.9	45.1	10.4	14.6	15.5	10.0	10.9
4< 8000	25.7	22.2	34.2	30.5	16.0	24.2	24.7	14.3	13.0
8<12000	23.6	23.6	18.4	9.6	19.1	24.0	23.1	16.9	17.5
12<16000	9.3	6.8	9.1	3.7	14.6	14.8	12.8	16.7	16.1
16<20000	6.0	4.1	3.2	0.2	9.5	9.6	10.1	12.7	14.0
20<24000	1.2	1.6	1.4	0.5	10.2	4.1	4.1	9.8	10.7
≥24000	3.3	1.6	1.1	0.2	8.9	0.2	3.5	11.6	7.8
No Answer	4.5	12.2	7.7	10.1	11.3	8.4	6.3	8.0	10.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
FAMILY TYPE									
Parental	45.1	43.4	39.5	36.9	53.7	59.5	51.1	61.0	47.2
Own	47.8	42.3	53.7	50.0	35.9	34.1	42.4	32.7	43.8
No Answer	7.2	14.4	6.8	13.1	10.4	6.4	6.5	6.2	9.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
FAMILY TYPE/INCOME									
Parental									
$ < 4000	27.8	29.6	23.6	50.0	11.1	12.7	15.1	7.6	8.6
4< 8000	31.1	29.6	41.8	37.5	20.9	27.0	27.0	15.2	15.6
8<12000	21.9	27.0	17.6	10.4	20.1	27.9	24.9	17.4	20.4
12<16000	9.9	4.4	9.1	2.1	15.4	14.3	11.9	18.6	20.4
16<20000	5.3	5.7	3.0	0.0	9.0	12.3	9.2	16.3	11.8
20<24000	0.0	1.9	1.8	0.0	11.5	5.7	6.5	12.5	12.9
≥24000	4.0	1.9	2.4	0.0	12.0	0.0	5.4	12.5	10.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Own									
$ < 4000	27.8	33.3	28.6	48.7	11.9	19.0	17.5	16.7	13.7
4< 8000	24.1	20.3	34.6	31.7	14.5	25.9	26.0	16.0	12.6
8<12000	27.2	28.8	21.4	11.6	23.3	23.1	24.7	20.8	19.1
12<16000	8.9	11.8	10.3	6.0	18.2	20.4	15.6	17.4	16.4
16<20000	6.3	2.6	3.4	0.5	13.8	8.2	12.3	9.0	19.7
20<24000	2.5	2.0	1.3	1.0	10.7	2.7	1.9	7.6	11.5
≥24000	3.2	1.3	0.4	0.5	7.5	0.7	1.9	12.5	7.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 7: FAMILY TYPE AND FAMILY INCOME BY ETHNICITY AND SEX FOR CUNY

	BLACK			HISPANIC			WHITE			TOTAL**	
	Male	Female	All*	Male	Female	All*	Male	Female	All*	Male	Female
FAMILY INCOME											
$ < 4000	19.8	23.4	22.2	23.6	32.7	25.3	6.6	7.4	7.0	12.1	15.2
4< 8000	22.2	26.0	24.4	27.2	37.0	28.8	11.0	8.8	9.9	16.0	17.3
8<12000	23.2	22.9	23.0	21.4	21.5	19.1	16.3	17.2	16.8	18.5	19.3
12<16000	15.3	9 9	11.9	12.6	12.1	11.1	17.1	18.6	17.8	16.1	14.5
16<20000	7.4	4.5	5.5	4.8	6.5	5.0	18.0	13.4	15.7	13.5	9.2
20<24000	3.5	3.0	3.2	3.9	4.8	3.5	12.6	12.4	12.5	9.1	8.1
>24000	3.3	3.3	3.3	3.4	2.4	2.6	12.9	15.4	14.1	9.2	9.6
No Answer	5.3	7.0	6.4	4.1	5.3	4.8	5.5	6.8	6.2	5.6	6.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
FAMILY TYPE											
Parental	44.8	44.8	47.7	52.2	52.3	52.1	62.2	54.0	58.1	56.8	51.1
Own	49.5	47.6	48.4	40.2	40.8	40.6	33.5	40.7	37.1	37.9	42.5
No Answer	5.6	7.6	6.9	7.6	6.9	7.3	4.3	5.3	4.8	5.3	6.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
FAMILY TYPE/INCOME											
Parental											
$ < 4000	18.9	25.4	23.2	20.5	27.7	24.4	4.5	6.8	5.5	9.1	15.0
4< 8000	31.9	32.1	31.9	32.5	32.9	32.9	12.5	9.2	11.0	19.0	19.1
8<12000	26.5	22.6	24.1	25.3	18.4	21.5	19.1	16.9	18.2	21.5	19.6
12<16000	12.4	7.2	9.1	11.1	10.3	10.8	19.3	21.0	20.0	16.9	15.5
16<20000	5.2	4.6	4.8	4.5	6.3	5.5	18.0	15.2	16.8	13.6	10.5
20<24000	2.8	4.0	3.5	2.8	2.6	1.1	12.9	15.8	14.3	9.7	10.4
>24000	2.3	4.0	3.4	3.3	1.7	2.4	13.8	15.0	14.3	10.2	9.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Own											
$ < 4000	21.4	24.3	23.6	26.6	27.9	27.6	11.2	9.1	10.1	17.1	17.3
4< 8000	15.9	24.0	20.9	24.0	30.2	27.4	10.4	9.8	10.0	14.1	17.8
8<12000	23.5	26.9	25.5	19.7	18.1	18.7	14.0	20.2	17.4	17.1	22.1
12<16000	20.2	14.1	16.5	16.6	10.3	13.0	16.5	18.7	17.8	17.9	15.8
16<20000	9.7	4.6	6.5	5.5	5.0	5.2	20.4	13.4	16.5	15.0	9.1
20<24000	4.7	2.6	3.4	4.0	5.9	5.0	14.0	10.1	11.8	9.7	6.9
>24000	4.6	3.0	3.6	3.7	2.6	3.0	13.5	18.7	16.4	9.2	11.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

* Includes those who did not indicate their sex.

** Includes other ethnic groups, as well.

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Table 8: FAMILY TYPE AND FAMILY INCOME BY ETHNICITY AND SEX FOR SENIOR COLLEGES (TOTAL)

	BLACK			HISPANIC			WHITE			TOTAL**	
	Male	Female	All*	Male	Female	All*	Male	Female	All*	Male	Female
FAMILY INCOME											
$ < 4000	20.7	21.7	21.4	18.4	21.8	20.5	6.0	7.2	6.6	10.4	12.3
4< 8000	20.3	24.6	22.8	28.5	27.0	27.6	10.0	7.5	8.7	14.5	14.0
8<12000	21.0	22.4	21.8	23.2	19.3	21.0	15.8	16.8	16.3	17.4	18.9
12<16000	20.1	11.5	15.1	13.4	12.2	12.8	17.1	19.6	18.3	17.2	16.6
16<20000	6.3	5.7	5.9	6.4	8.8	7.6	18.4	13.8	16.0	14.4	10.9
20<24000	4.1	3.7	3.8	2.4	5.7	4.2	14.2	12.9	13.5	10.8	9.7
≥24000	3.6	5.4	4.7	4.4	3.1	3.7	14.0	16.8	15.4	10.8	12.4
No Answer	3.9	5.0	4.6	3.4	2.1	2.7	4.5	5.5	5.2	4.5	5.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
FAMILY TYPE											
Parental	44.7	49.0	47.1	56.0	56.2	56.0	63.6	55.4	59.4	58.8	54.3
Own	51.5	45.7	48.2	39.4	39.9	39.8	32.8	40.4	36.7	37.3	41.1
No Answer	3.8	5.3	4.7	4.6	3.8	4.2	3.6	4.1	3.9	4.0	4.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
FAMILY TYPE/INCOME											
Parental											
$ < 4000	21.5	21.3	21.4	15.2	23.6	19.7	4.2	6.9	5.5	7.8	11.9
4< 8000	29.1	30.8	30.1	32.6	28.1	30.2	12.1	7.5	9.9	17.5	15.3
8<12000	25.3	23.3	24.1	25.2	22.3	23.6	18.2	16.8	17.6	20.2	19.7
12<16000	15.4	9.6	11.8	13.8	11.8	12.9	19.4	20.9	20.0	18.1	17.3
16<20000	3.0	5.0	4.3	6.7	10.0	8.5	18.4	15.5	17.1	14.5	11.9
20<24000	3.4	4.0	3.8	1.8	2.1	2.0	13.9	16.4	15.1	11.0	11.8
≥24000	2.3	6.0	4.6	4.6	2.1	3.2	13.7	15.9	14.7	10.9	12.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Own											
$ < 4000	21.4	24.2	23.2	21.4	19.4	21.1	9.8	8.2	9.0	15.1	13.7
4< 8000	13.9	20.5	17.5	25.7	27.6	26.4	7.6	8.6	8.1	11.7	14.1
8<12000	19.4	24.4	22.1	23.4	15.5	18.9	13.6	18.9	16.6	15.5	20.1
12<16000	26.2	15.3	20.2	14.5	13.4	13.7	15.4	20.9	18.5	18.5	18.2
16<20000	8.8	6.1	7.2	6.7	8.0	7.3	20.5	13.5	16.4	15.5	10.9
20<24000	5.1	3.9	4.4	3.6	11.3	7.8	16.7	9.8	12.7	11.9	8.4
≥24000	5.2	5.6	5.4	4.7	5.0	4.8	16.5	20.2	18.7	11.7	14.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

* Includes those who did not indicate their sex.

** Includes other ethnic groups, as well.

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Table 9: FAMILY TYPE AND FAMILY INCOME BY ETHNICITY AND SEX FOR COMMUNITY COLLEGES (TOTAL)

	BLACK			HISPANIC			WHITE			TOTAL**	
	Male	Female	All*	Male	Female	All*	Male	Female	All*	Male	Female
FAMILY INCOME											
$ < 4000	18.8	25.0	23.1	29.3	31.0	30.2	7.9	7.7	7.8	15.0	20.0
4< 8000	24.3	27.1	26.0	25.7	32.8	29.9	12.8	12.1	12.5	18.3	22.6
8<12000	25.7	23.3	24.2	19.7	15.6	17.3	17.2	19.0	18.1	20.3	20.4
12<16000	10.0	8.4	8.9	11.8	7.4	9.3	17.4	16.2	16.9	14.3	11.0
16<20000	8.6	3.4	5.2	2.8	1.9	2.3	17.6	12.5	15.3	12.1	6.5
20<24000	2.8	2.4	2.5	3.5	2.1	2.7	9.2	11.2	10.0	6.1	5.4
≥24000	2.7	1.5	1.9	2.5	0.6	1.4	10.2	10.8	10.4	6.5	4.6
No Answer	6.9	8.8	8.2	4.7	8.5	6.9	7.7	10.5	9.0	7.4	9.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
FAMILY TYPE											
Parental	45.2	41.1	42.6	48.8	48.7	48.6	61.3	52.6	57.4	54.8	46.7
Own	47.1	49.2	48.4	40.4	41.3	41.0	33.0	39.0	35.7	37.6	43.8
No Answer	7.7	9.7	8.9	10.8	10.0	10.4	5.7	8.4	7.0	7.6	9.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
FAMILY TYPE/INCOME											
Parental											
$ < 4000	16.1	29.7	25.2	26.9	32.5	29.9	5.0	6.4	5.6	11.5	21.0
4< 8000	35.0	33.5	33.8	32.4	46.6	35.9	13.3	14.4	13.7	21.7	26.3
8<12000	27.9	22.0	24.1	25.4	13.9	18.9	21.0	17.5	19.8	23.9	19.5
12<16000	9.1	4.7	6.2	7.7	8.7	8.2	19.1	21.2	19.8	14.9	12.0
16<20000	7.6	4.3	5.4	1.9	2.1	2.0	17.4	14.3	16.2	12.1	7.8
20<24000	1.9	3.9	3.2	3.9	3.2	3.5	10.8	14.2	12.1	7.3	7.7
≥24000	2.4	2.0	2.1	1.8	1.3	1.5	13.5	12.0	12.8	8.6	5.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Own											
$ < 4000	21.4	25.3	24.1	32.3	36.0	34.3	14.3	10.8	12.6	20.7	22.9
4< 8000	18.3	16.7	23.9	21.9	32.9	28.4	15.3	12.6	14.0	17.3	23.7
8<12000	28.8	28.8	28.9	16.2	20.7	18.8	14.7	26.2	20.3	20.0	25.9
12<16000	13.0	13.0	12.9	19.4	7.3	12.4	19.0	13.7	16.5	17.1	12.3
16<20000	10.7	3.5	5.9	3.5	2.2	2.7	21.5	13.2	17.3	14.3	6.3
20<24000	4.2	1.6	2.5	3.9	0.9	2.2	8.3	10.9	9.5	5.9	4.4
≥24000	3.6	1.0	1.8	2.8	0.0	1.2	6.9	12.7	9.7	4.8	4.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

* Includes those who did not indicate their sex.

** Includes other ethnic groups, as well.

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Table 10: AGE, SEX, AND ETHNICITY BY FAMILY TYPE AND FAMILY INCOME FOR CUNY

	PARENTAL FAMILY			OWN FAMILY			FAMILY TYPE		FAMILY INCOME		
	$<8000	$8<16000	$>16000	$<8000	$8<16000	$>16000	Parental	Own	$<8000	$8<16000	$>16000
AGE											
≥35 yrs.	1.3	0.9	0.5	18.3	29.5	39.1	0.9	28.8	9.3	13.3	16.5
30-34	1.5	1.5	1.4	17.0	19.5	23.4	1.5	19.8	8.3	9.3	10.7
25-29	7.4	5.9	5.2	28.2	31.3	24.8	6.1	28.3	16.9	16.9	13.3
22-24	17.4	19.1	16.1	17.5	12.3	7.5	17.3	12.5	17.5	16.2	12.5
20-21	27.4	30.1	31.6	9.2	2.6	1.2	2.5	4.4	19.0	18.2	18.9
18-19	36.8	35.0	37.6	4.3	0.5	0.4	36.8	1.7	21.9	20.0	22.2
<18 yrs.	2.4	2.8	4.7	0.1	0.0	0.0	3.4	0.0	1.3	1.6	2.7
No Answer	5.8	4.7	2.8	5.4	4.2	3.5	4.5	4.4	5.8	4.5	3.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Age (in yrs.)	21.1	20.8	20.4	28.9	32.1	34.6	20.7	31.9	24.5	25.5	25.8
SEX											
Male	43.5	50.5	50.5	39.6	40.8	48.5	48.2	42.6	41.9	46.1	49.8
Female	56.0	48.8	49.1	59.2	58.6	51.2	51.2	56.6	57.3	53.3	49.9
No Answer	0.5	0.6	0.4	1.2	0.6	0.3	0.6	0.7	0.8	0.6	0.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
ETHNICITY											
Asian	4.4	5.6	2.2	3.5	2.5	2.3	4.1	2.8	3.9	4.2	2.3
Black	38.6	19.7	8.0	41.2	35.6	14.1	21.7	31.1	39.8	26.6	10.7
P.Rican	15.5	7.0	1.9	15.3	6.2	3.4	7.9	8.4	15.4	6.7	2.6
Other Hisp.	9.3	4.7	2.5	7.3	5.8	2.8	5.3	5.4	8.8	5.4	2.6
White	31.4	61.5	83.8	30.3	48.5	75.8	59.7	50.5	30.5	55.8	80.1
Other	0.3	0.2	0.8	0.3	0.4	0.6	0.4	0.4	0.3	0.3	0.8
No Answer	0.7	1.3	0.8	2.2	1.0	1.1	1.0	1.5	1.4	1.1	0.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 11: AGE, SEX, AND ETHNICITY BY FAMILY TYPE AND FAMILY INCOME FOR SENIOR COLLEGES (TOTAL)

	PARENTAL FAMILY			OWN FAMILY			FAMILY TYPE		FAMILY INCOME		
	$<8000	$8<16000	$>16000	$<8000	$8<16000	$>16000	Parental	Own	$<8000	$8<16000	$>16000
AGE											
>35 Yrs.	1.2	0.7	0.6	15.5	26.1	37.9	0.8	27.4	7.5	11.1	16.0
30-34	1.7	1.4	1.5	15.0	17.3	23.8	1.4	18.9	7.2	7.9	10.8
25-29	8.2	6.8	4.6	29.9	34.2	25.4	6.4	30.0	17.5	17.9	13.3
22-24	20.6	20.9	18.3	20.5	15.0	8.3	19.5	14.0	20.8	18.5	14.1
20-21	29.2	34.5	34.3	10.3	2.8	1.5	32.8	4.4	20.9	21.6	20.6
18-19	32.0	29.0	33.7	4.0	0.3	0.2	32.0	1.3	19.8	17.2	19.8
<18 Yrs.	2.6	2.6	4.3	0.0	0.0	0.0	3.3	0.0	1.5	1.6	2.5
No Answer	4.6	4.2	2.8	4.7	4.3	2.9	3.8	4.0	4.9	4.3	3.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Age (in yrs.)	21.3	21.0	20.5	28.5	31.6	34.4	20.8	31.8	24.4	25.2	25.8
SEX											
Male	46.3	48.8	48.5	42.1	40.5	47.0	47.8	43.3	44.4	45.3	48.0
Female	53.4	50.7	51.0	56.5	59.0	52.7	51.7	55.9	54.8	54.3	51.6
No Answer	0.3	0.4	0.5	1.4	0.6	0.3	0.5	0.8	0.8	0.5	0.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
ETHNICITY											
Asian	5.7	5.3	2.3	4.1	3.3	2.5	4.3	3.2	4.9	4.4	2.4
Black	33.7	16.4	6.0	36.9	29.0	11.8	17.1	25.0	35.2	21.5	8.6
P.Rican	12.2	6.1	1.8	14.5	5.0	3.3	6.1	6.9	13.3	5.6	2.4
Other Hisp.	9.0	4.7	2.4	4.9	5.0	2.8	4.9	4.2	7.4	5.0	2.6
White	38.7	66.0	85.7	36.3	56.5	77.8	66.3	58.6	37.5	62.1	82.2
Other	0.1	0.1	1.0	0.4	0.3	0.5	0.4	0.4	0.2	0.2	0.8
No Answer	0.6	1.4	0.8	3.0	0.9	1.2	1.0	1.7	1.6	1.2	1.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 12: AGE, SEX, AND ETHNICITY BY FAMILY TYPE AND FAMILY INCOME FOR COMMUNITY COLLEGES (TOTAL)

	PARENTAL FAMILY			OWN FAMILY			FAMILY TYPE		FAMILY INCOME		
	$<8000	$8<16000	$>16000	$<8000	$8<16000	$>16000	Parental	Own	$<8000	$8<16000	$>16000
AGE											
>35 Yrs.	1.5	1.1	0.3	21.4	35.2	42.6	1.1	31.1	11.2	17.3	17.0
30-34	1.3	1.4	1.2	18.4	22.5	21.2	1.3	20.5	9.1	11.3	9.2
25-29	6.1	3.5	5.7	25.5	26.4	23.3	5.0	25.1	15.4	14.4	12.3
22-24	13.4	15.4	10.2	15.1	8.5	6.0	13.1	10.7	14.2	12.2	8.7
20-21	25.5	21.9	24.8	8.3	2.3	0.4	23.9	4.6	17.4	12.7	15.2
18-19	42.9	47.7	49.3	4.8	1.0	1.0	46.3	2.6	24.6	25.6	30.2
<18 Yrs.	2.0	3.3	6.0	0.3	0.0	0.0	3.6	0.1	1.2	1.7	3.6
No Answer	7.1	5.7	2.6	6.2	4.1	5.6	5.8	5.3	7.0	4.8	3.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Age (in yrs.)	20.6	20.4	20.1	29.6	33.3	35.3	20.4	32.3	24.9	26.5	25.9
SEX											
Male	40.0	53.7	55.8	36.3	40.5	53.7	48.7	41.1	38.7	47.1	55.0
Female	59.2	45.3	44.0	62.7	58.8	46.1	50.6	58.3	60.5	52.1	44.8
No Answer	0.7	1.0	0.2	0.9	0.6	0.2	0.7	0.7	0.8	0.8	0.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
ETHNICITY											
Asian	2.6	6.1	1.8	2.4	1.2	1.8	3.6	1.8	2.4	3.7	1.8
Black	44.8	26.5	13.4	47.1	46.8	22.5	30.3	42.3	45.7	36.0	17.0
P.Rican	19.4	9.0	2.4	16.8	8.2	3.3	11.5	11.0	18.0	8.7	3.0
Other Hisp.	9.7	4.8	2.8	9.8	6.9	2.5	6.1	7.3	10.5	6.1	2.7
White	22.2	52.3	78.3	22.1	35.0	68.5	47.2	36.0	21.8	44.0	73.8
Other	0.5	0.3	0.4	0.3	0.7	0.8	0.4	0.5	0.4	0.5	0.8
No Answer	0.7	1.0	0.9	1.5	1.1	0.5	0.9	1.1	1.1	1.0	0.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 13: PARENT'S EDUCATION BY CUNY, SENIOR COLLEGE AND COMMUNITY COLLEGE

PARENT'S EDUCATION	CUNY*	SENIOR COLLEGES**	Sr/Jr	So/Fr	COMMUNITY COLLEGES
Father					
≤ 8th Grade	20.9	20.0	22.3	16.6	22.4
Some H. S.	17.3	17.2	17.9	16.5	17.4
H. S. Grad	26.7	27.2	26.3	27.7	26.1
Some College	11.5	12.3	12.2	11.8	10.0
College Grad.	8.3	9.4	9.2	10.6	6.3
Post-Grad	4.7	6.0	6.3	5.6	2.3
DK/No Ans.	10.5	8.0	5.7	11.3	15.1
Total	100.0	100.0	100.0	100.0	100.0
Mother					
≤ 8th Grade	19.1	18.1	18.8	16.3	20.9
Some H. S.	17.4	16.5	17.2	16.7	18.9
H. S. Grad	35.4	37.2	35.7	35.8	32.5
Some College	10.7	11.8	12.6	12.0	8.7
College Grad	5.2	6.0	6.0	6.0	3.9
Post-Grad	2.5	3.1	3.0	3.0	1.2
DK/No Ans.	9.8	7.4	6.6	10.2	13.9
Total	100.0	100.0	100.0	100.0	100.0

	Baruch	Bklyn	City	Hunter	Jay	Lehman	Queens	SI(UD)	York
Father									
≤ 8th Grade	21.1	18.2	22.7	17.5	25.7	22.4	17.9	23.0	19.1
Some H. S.	17.3	16.3	18.0	17.7	20.5	16.5	15.7	23.0	16.1
H. S. Grad	26.4	26.8	22.7	23.0	26.0	32.9	32.1	27.3	30.0
Some College	14.4	11.9	13.0	14.6	9.3	9.6	11.8	10.7	10.2
College Grad	7.0	11.4	9.7	9.1	7.3	8.5	10.9	6.4	7.6
Post-Grad	7.4	5.1	5.0	8.6	3.6	3.3	7.0	4.6	4.3
DK/No Ans.	6.5	10.2	8.9	9.4	7.5	6.9	4.6	5.2	12.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mother									
≤ 8th Grade	20.1	14.8	22.5	17.7	23.2	19.3	14.6	19.6	19.4
Some H. S.	18.5	14.6	19.9	13.7	16.2	18.1	15.5	21.9	18.4
H. S. Grad	36.9	40.1	29.8	38.1	35.8	38.8	39.5	38.0	31.4
Some College	12.0	15.1	7.3	12.9	6.3	7.8	14.6	7.1	12.5
College Grad	5.0	3.9	6.9	7.9	5.7	4.9	7.2	5.6	5.4
Post-Grad	2.2	2.9	3.8	3.6	1.4	2.8	3.7	1.5	2.6
DK/No Ans.	5.3	8.5	9.9	6.0	11.0	8.3	4.8	6.1	10.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 13: PARENT'S EDUCATION BY CUNY, SENIOR COLLEGE AND COMMUNITY COLLEGE (Cont.)

	B.Manh	Bronx	Evers	Hostos	Kgboro	LaGu	NYC	QNBORO	SI(LD)
Father									
≤ 8th Grade	26.0	27.4	24.3	37.4	18.8	23.5	23.1	16.5	19.2
Some H. S.	20.3	16.3	16.8	19.5	20.6	16.7	15.2	17.1	18.7
H. S. Grad	14.9	20.6	23.4	15.0	31.3	33.1	26.6	32.7	28.7
Some College	9.6	6.0	6.6	5.4	8.2	7.5	9.5	14.7	14.2
College Grad	6.9	4.9	4.1	2.2	7.3	5.0	6.5	8.2	5.9
Post-Grad	2.4	1.9	1.1	2.2	2.0	0.7	1.9	3.1	3.6
DK/No Ans.	20.0	23.1	23.8	18.3	11.8	13.5	17.1	7.5	9.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mother									
≤ 8th Grade	23.9	25.7	23.1	41.4	16.9	23.5	23.1	14.7	14.7
Some H. S.	21.5	18.4	19.7	14.0	17.5	17.4	20.7	17.4	19.4
H. S. Grad	23.9	24.1	23.4	16.0	39.0	36.5	29.1	43.7	38.9
Some College	8.4	7.3	6.1	3.4	8.6	7.8	10.6	8.7	10.4
College Grad	5.4	3.0	3.6	0.7	4.2	3.2	3.3	6.2	2.4
Post-Grad	2.1	1.1	1.1	1.2	1.1	0.5	0.5	1.8	1.2
DK/No Ans.	15.0	20.3	22.9	23.2	12.7	11.2	12.8	7.6	13.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

* Includes students in the Graduate School and University Center

** Includes students in Master's degree programs and non-matriculated students.

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Table 14: CHILDREN AT HOME AND LANGUAGE AT HOME BY CUNY, SENIOR COLLEGE AND COMMUNITY COLLEGE

	CHILDREN AT HOME					LANGUAGE AT HOME				
	Yes, Home	Yes, Elsewhere	No Children	No Answer	Total	English Only	English & Other	Other Language	No Answer	Total
CUNY*	21.7	3.5	73.2	1.7	100.0	68.1	25.5	5.5	0.8	100.0
SENIOR COLLEGES**	18.3	2.9	78.0	0.9	100.0	68.2	26.1	5.4	0.4	100.0
Sr/Jr	18.8	2.5	77.7	1.1	100.0	67.0	26.8	5.7	0.5	100.0
So/Fr	12.3	2.7	84.2	0.7	100.0	65.9	28.2	5.5	0.4	100.0
Baruch	16.5	1.4	81.3	0.7	100.0	67.9	26.6	5.5	0.0	100.0
Brooklyn	20.2	1.5	77.9	0.5	100.0	70.1	26.8	2.2	1.0	100.0
City	15.6	5.4	78.3	0.7	100.0	54.8	34.5	10.6	0.0	100.0
Hunter	14.1	1.7	83.2	1.0	100.0	70.3	23.7	6.0	0.0	100.0
Jay	30.5	6.2	60.8	2.5	100.0	70.4	24.8	3.0	1.8	100.0
Lehman	18.6	3.8	77.2	0.5	100.0	67.5	27.1	5.4	0.0	100.0
Queens	15.7	2.6	80.8	0.9	100.0	72.5	21.8	5.7	0.0	100.0
Staten Is.(UD)	36.0	2.6	60.5	1.0	100.0	78.8	17.3	2.6	1.3	100.0
York	22.5	4.7	70.4	2.4	100.0	69.3	25.1	4.7	0.9	100.0
COMMUNITY COLLEGES	27.1	4.5	65.4	2.9	100.0	68.1	24.7	5.7	1.5	100.0
Boro Manh	31.0	6.3	62.1	0.6	100.0	63.0	27.5	9.3	0.3	100.0
Bronx	29.5	5.1	57.2	8.1	100.0	58.5	29.0	6.0	6.5	100.0
Evers	42.2	5.0	49.9	2.9	100.0	78.5	15.9	4.3	1.4	100.0
Hostos	39.7	8.1	48.5	3.7	100.0	25.1	48.0	24.4	2.5	100.0
Kingsborough	25.1	4.7	66.1	4.2	100.0	76.5	21.3	2.2	0.0	100.0
LaGuardia	20.3	3.4	75.3	0.9	100.0	58.4	33.8	6.8	0.9	100.0
New York City	27.4	4.1	66.6	1.9	100.0	65.2	26.6	7.1	1.1	100.0
Queensborough	19.8	2.9	76.2	1.1	100.0	77.3	19.4	3.3	0.0	100.0
Staten Is.(LD)	27.5	4.3	65.4	2.8	100.0	79.4	17.5	1.9	1.2	100.0

* Includes students in the Graduate School and University Center.

** Includes students in Master's degree programs and non-matriculated students.

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Table 15: CHILDREN AT HOME AND LANGUAGE AT HOME BY AGE FOR SENIOR COLLEGES (TOTAL) AND COMMUNITY COLLEGES (TOTAL)

	AGE						
	<18 yrs.	18-19	20-21	22-24	25-29	30-34	≥35 yrs.
CHILDREN AT HOME							
SENIOR COLLEGES							
Yes, Home	0.0	1.1	2.5	9.2	24.9	55.5	64.1
Yes, Elsewhere	0.0	0.2	0.4	1.5	5.0	4.0	13.9
No Children	98.1	97.9	96.5	87.9	62.3	40.3	20.9
No Answer	1.9	0.8	0.6	1.4	0.9	0.3	1.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
COMMUNITY COLLEGES							
Yes, Home	0.0	1.9	4.8	17.4	47.5	72.0	66.3
Yes, Elsewhere	0.0	0.3	2.0	4.2	5.4	4.2	13.4
No Children	98.1	95.2	90.8	73.2	43.9	22.0	17.4
No Answer	1.9	2.6	2.3	5.1	3.2	1.8	2.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
LANGUAGE AT HOME							
SENIOR COLLEGES							
English Only	72.2	67.1	64.1	62.1	65.4	62.5	81.4
English & Other	25.1	28.6	29.4	28.9	25.4	31.5	17.2
Other Language	2.7	3.5	6.2	8.8	9.1	4.7	1.4
No Answer	0.0	0.8	0.3	0.1	0.1	1.4	0.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
COMMUNITY COLLEGES							
English Only	74.9	67.6	61.4	58.7	66.6	70.4	78.3
English & Other	19.8	28.1	29.0	28.9	23.3	21.3	16.4
Other Language	5.4	3.3	7.7	8.9	7.8	6.4	4.5
No Answer	0.0	1.0	1.9	3.5	2.3	1.8	0.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 16: CHILDREN AT HOME AND LANGUAGE AT HOME BY ETHNICITY AND SEX FOR CUNY, SENIOR COLLEGES (TOTAL) AND COMMUNITY COLLEGES (TOTAL)

	CHILDREN AT HOME					LANGUAGE AT HOME				
	Yes, Home	Yes, Elsewhere	No Children	No Answer	Total	English Only	English & Other	Other Language	No Answer	Total
ETHNICITY/SEX										
CUNY										
Black*	34.2	6.5	57.1	2.1	100.0	86.3	10.3	2.3	1.1	100.0
Male	29.4	10.9	57.5	2.1	100.0	82.3	14.0	2.5	1.2	100.0
Female	36.9	4.1	56.9	2.1	100.0	89.0	8.0	2.0	0.9	100.0
Hispanic*	26.3	3.4	68.3	1.2	100.0	8.5	71.8	18.7	1.1	100.0
Male	22.5	5.0	70.1	1.3	100.0	7.6	70.5	20.8	1.1	100.0
Female	29.4	2.1	66.9	1.0	100.0	9.2	72.8	17.0	1.1	100.0
White*	15.4	2.2	81.5	2.0	100.0	77.8	19.3	2.5	0.4	100.0
Male	14.0	1.5	83.2	2.4	100.0	76.4	20.3	2.8	0.5	100.0
Female	16.8	2.9	79.4	1.6	100.0	79.4	18.2	2.1	0.3	100.0
All Males**	18.5	3.9	75.8	1.8	100.0	66.1	26.9	6.2	0.9	100.0
All Females**	24.4	3.1	71.0	1.5	100.0	70.1	24.3	4.9	0.7	100.0
SENIOR COLLEGES										
Black*	31.6	6.7	60.7	1.0	100.0	85.6	11.3	2.9	0.2	100.0
Male	28.2	12.5	58.3	1.1	100.0	81.3	15.4	2.8	0.5	100.0
Female	33.8	2.9	62.3	0.9	100.0	88.7	8.4	2.9	0.0	100.0
Hispanic*	20.7	3.2	74.8	1.3	100.0	8.4	73.2	17.9	0.5	100.0
Male	18.8	3.8	74.9	2.4	100.0	5.9	74.4	18.6	1.1	100.0
Female	22.5	2.5	74.6	0.4	100.0	10.6	72.1	17.3	0.0	100.0
White*	14.0	1.8	83.6	0.7	100.0	76.4	20.5	2.8	0.3	100.0
Male	13.0	1.0	84.9	1.0	100.0	75.4	21.2	2.9	0.4	100.0
Female	15.0	2.3	82.3	0.4	100.0	77.5	19.8	2.5	0.2	100.0
All Males**	16.5	3.4	78.9	1.2	100.0	66.4	27.3	5.7	0.6	100.0
All Females**	19.8	2.4	77.2	0.6	100.0	69.8	25.0	5.1	0.1	100.0
COMMUNITY COLLEGES										
Black*	36.6	6.4	53.9	3.2	100.0	87.0	9.3	1.7	2.0	100.0
Male	30.6	9.2	56.8	3.3	100.0	83.6	12.3	2.1	2.1	100.0
Female	39.6	5.1	52.2	3.1	100.0	89.3	7.7	1.3	1.8	100.0
Hispanic*	31.7	3.7	62.0	2.6	100.0	8.4	70.4	19.4	1.7	100.0
Male	26.0	6.3	65.3	2.4	100.0	9.3	66.4	23.1	1.2	100.0
Female	36.0	1.0	59.5	2.8	100.0	7.6	73.6	16.6	2.2	100.0
White*	18.3	3.3	76.1	2.3	100.0	81.4	16.3	1.8	0.5	100.0
Male	15.9	2.4	79.8	1.9	100.0	78.4	18.6	2.4	0.6	100.0
Female	21.0	4.4	71.9	2.7	100.0	85.1	13.3	1.1	0.4	100.0
All Males**	21.6	4.8	70.8	2.8	100.0	65.6	26.3	6.8	1.3	100.0
All Females**	31.6	4.3	61.1	3.1	100.0	70.5	23.2	4.7	1.6	100.0

* Includes those who did not indicate their sex.

** Includes other ethnic groups, as well.

Table 17: CHILDREN AT HOME AND LANGUAGE AT HOME BY FAMILY TYPE AND FAMILY INCOME FOR CUNY, SENIOR COLLEGES (TOTAL) AND COMMUNITY COLLEGES (TOTAL)

FAMILY TYPE/INCOME	CHILDREN AT HOME: Yes, Home	Yes, Elsewhere	No Children	No Answer	Total	LANGUAGE AT HOME: English Only	English & Other	Other Language	No Answer	Total
CUNY										
Parental										
$< 8000	4.3	2.3	92.4	1.0	100.0	56.0	33.8	10.1	0.1	100.0
8<16000	2.2	0.8	96.5	0.5	100.0	62.2	31.5	6.1	0.2	100.0
≥16000	0.6	0.5	98.1	0.8	100.0	76.2	21.2	2.6	0.0	100.0
Own										
$< 8000	46.3	7.0	45.8	1.0	100.0	64.5	27.3	7.8	0.4	100.0
8<16000	47.6	6.2	45.3	1.0	100.0	74.2	22.4	3.0	0.4	100.0
≥16000	54.4	6.0	39.2	0.5	100.0	81.7	15.9	2.3	0.1	100.0
SENIOR COLLEGES										
Parental										
$< 8000	2.6	2.0	94.7	0.7	100.0	55.2	33.0	11.9	0.0	100.0
8<16000	1.6	0.5	97.8	0.2	100.0	61.4	32.6	5.8	0.2	100.0
≥16000	0.6	0.2	98.9	0.4	100.0	74.3	25.5	3.2	0.0	100.0
Own										
$< 8000	37.5	7.8	54.1	0.6	100.0	65.5	27.4	6.6	0.4	100.0
8<16000	38.7	5.1	55.4	0.8	100.0	73.0	23.7	2.8	0.4	100.0
≥16000	52.0	5.2	42.3	0.4	100.0	80.6	16.9	2.4	0.1	100.0
COMMUNITY COLLEGES										
Parental										
$< 8000	6.4	2.6	89.6	1.4	100.0	57.2	34.7	7.8	0.3	100.0
8<16000	3.6	1.5	93.9	1.1	100.0	64.0	29.3	6.7	0.0	100.0
≥16000	0.8	1.3	96.1	1.8	100.0	81.1	17.8	1.2	0.0	100.0
Own										
$< 8000	56.5	6.5	35.6	1.4	100.0	63.5	27.3	8.7	0.4	100.0
8<16000	61.8	7.9	29.1	1.2	100.0	76.3	20.2	3.2	0.3	100.0
≥16000	61.7	8.5	29.3	0.5	100.0	85.6	12.3	2.1	0.0	100.0

Table 18: ATTENDANCE STATUS BY ETHNICITY AND SEX AND FAMILY TYPE AND INCOME FOR SENIOR COLLEGES (TOTAL) AND COMMUNITY COLLEGES (TOTAL)

	SENIOR COLLEGES				COMMUNITY COLLEGES			
	F/Time	P/Time	No Ans	Total	F/Time	P/Time	No Ans	Total
ETHNICITY/ SEX								
Black*	64.0	34.5	1.6	100.0	62.1	37.8	0.1	100.0
Male	65.0	33.5	1.5	100.0	64.8	35.2	0.0	100.0
Female	63.5	35.0	1.5	100.0	60.8	39.0	0.2	100.0
Hispanic*	71.9	27.0	1.1	100.0	73.5	26.3	0.2	100.0
Male	75.9	22.6	1.5	100.0	75.2	24.7	0.1	100.0
Female	68.4	30.8	0.8	100.0	72.3	27.4	0.3	100.0
White*	56.3	40.9	2.9	100.0	56.2	43.7	0.1	100.0
Male	60.9	36.2	2.9	100.0	59.9	39.9	0.2	100.0
Female	51.7	45.4	2.9	100.0	51.7	48.2	0.1	100.0
All Males**	63.3	34.3	2.4	100.0	64.8	35.1	0.1	100.0
All Females**	57.1	40.6	2.4	100.0	59.5	40.3	0.2	100.0
FAMILY TYPE/ INCOME								
Parental								
$ < 8000	83.6	14.9	1.5	100.0	79.1	20.7	0.3	100.0
8<16000	77.3	21.5	1.2	100.0	74.6	25.4	0.0	100.0
≥16000	75.7	22.4	2.0	100.0	68.3	31.6	0.1	100.0
Own								
$ < 8000	68.9	28.2	2.9	100.0	66.9	33.0	0.1	100.0
8<16000	23.4	73.7	3.0	100.0	29.9	70.1	0.0	100.0
≥16000	17.0	77.9	5.1	100.0	20.0	79.3	0.8	100.0

* Includes those who did not indicate their sex.

** Includes other ethnic groups, as well.

Table 19: ATTENDANCE STATUS BY CHILDREN AT HOME AND LANGUAGE AT HOME FOR SENIOR COLLEGES (TOTAL) AND COMMUNITY COLLEGES (TOTAL)

	SENIOR COLLEGES				COMMUNITY COLLEGES			
	F/Time	P/Time	No Ans	Total	F/Time	P/Time	No Ans	Total
CHILDREN AT HOME								
Yes, Home	36.5	59.2	4.4	100.0	46.1	53.5	0.4	100.0
Yes, Elsewhere	36.0	63.1	1.9	100.0	45.5	54.5	0.0	100.0
No	66.4	31.7	1.9	100.0	68.9	31.0	0.1	100.0
LANGUAGE AT HOME								
English Only	56.9	40.4	2.7	100.0	57.7	42.1	0.1	100.0
English & Other	66.0	32.2	1.8	100.0	70.5	29.3	0.2	100.0
Other Language	69.6	29.4	1.0	100.0	71.1	28.3	0.0	100.0
EMPLOYMENT STATUS								
No	76.4	23.4	0.1	100.0	78.3	19.8	1.9	100.0
No, looking	77.9	22.1	0.0	100.0	77.0	21.8	1.2	100.0
Yes, <20 hrs/wk	85.8	13.9	0.3	100.0	82.0	16.4	1.6	100.0
Yes, 20<35 hrs	64.9	34.9	0.2	100.0	67.8	29.4	2.8	100.0
Yes, ≥35 hrs	26.6	73.3	0.2	100.0	18.6	77.8	3.6	100.0

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Table 20: EMPLOYMENT STATUS BY CUNY, SENIOR COLLEGE AND COMMUNITY COLLEGE

EMPLOYMENT STATUS	CUNY*	SENIOR COLLEGE**	Sr/Jr	So/Fr	COMMUNITY COLLEGES
No	28.3	26.1	28.0	34.3	32.0
No, looking	14.4	13.7	12.5	18.0	15.6
Yes, <20 hrs/wk	14.7	16.8	20.9	19.3	10.8
Yes, 20<34 hrs.	13.1	13.9	15.4	13.2	11.8
Yes, ≥35 hrs.	28.8	28.9	22.7	14.7	28.8
No Answer	0.7	0.5	0.5	0.5	1.1
Total	100.0	100.0	100.0	100.0	100.0

	Baruch	Bklyn	City	Hunter	Jay	Lehman	Queens	SI(UD)	York
No	18.5	27.3	31.4	26.9	21.0	28.2	25.5	20.9	31.0
No, looking	11.8	15.1	17.0	10.1	12.1	16.7	13.5	8.4	15.1
Yes, <20 hrs/wk	12.5	18.2	18.0	17.3	7.5	17.4	20.5	10.2	15.4
Yes, 20<34 hrs.	13.9	15.6	12.8	12.2	10.9	14.6	14.2	17.3	15.6
Yes, ≥35 hrs	43.2	23.6	20.1	33.6	47.8	23.1	25.1	42.3	20.8
No Answer	0.2	0.2	0.7	0.0	0.7	0.0	1.1	0.8	2.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

	B.Manh	Bronx	Evers	Hostos	Kgboro	LaGa	NYC	Qnboro	SI(LD)
No	32.2	41.2	42.9	59.1	29.5	41.8	27.4	23.2	27.3
No, looking	15.5	19.0	15.4	16.0	12.2	11.6	17.1	17.6	12.1
Yes, <20 hrs/wk	10.1	7.0	11.1	4.2	12.9	11.9	9.5	12.7	14.0
Yes, 20<34 Hrs.	9.0	9.8	12.2	7.9	12.2	7.5	10.9	17.6	12.6
Yes, ≥35 hrs.	32.5	21.4	16.3	11.6	32.6	25.1	33.7	28.7	32.9
No Answer	0.6	1.6	2.0	1.2	0.7	2.1	1.4	0.2	1.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

* Includes students in the Graduate School and University Center

** Includes students in Master's degree programs and non-matriculated students.

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Table 21: EMPLOYMENT STATUS BY ETHNICITY AND SEX FOR CUNY, SENIOR COLLEGES (TOTAL) AND COMMUNITY COLLEGES (TOTAL)

	BLACK			HISPANIC			WHITE				
	Male	Female	All*	Male	Female	All*	Male	Female	All*	Male	Female
EMPLOYMENT STATUS											
CUNY											
No	27.7	34.6	32.0	32.8	44.2	39.1	22.7	24.7	23.7	25.2	30.9
No, looking	21.0	18.0	19.1	18.7	13.9	15.9	12.6	10.5	11.5	15.7	13.4
Yes, <20hrs/wk	8.7	10.8	10.2	7.9	15.1	12.0	14.7	19.9	17.4	12.6	16.3
Yes, 20<35hrs	9.8	9.5	9.6	11.0	10.1	10.6	14.7	16.2	15.5	13.0	13.1
Yes, ≥35hrs	31.8	26.3	28.4	27.9	16.2	21.4	34.9	28.3	31.5	32.7	25.7
No Answer	1.0	0.8	0.9	1.7	0.6	1.1	0.4	0.4	0.4	0.8	0.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
SENIOR COLLEGES											
No	25.2	33.4	30.1	31.0	38.7	35.0	22.9	22.7	22.8	24.3	27.8
No, looking	22.3	19.0	20.2	18.7	13.4	15.7	12.6	9.9	11.1	15.5	12.4
Yes, <20hrs/wk	10.5	14.0	12.7	9.9	19.5	15.4	15.0	21.2	18.4	13.7	19.1
Yes, 20<35hrs	9.2	9.7	9.5	13.0	13.1	13.1	14.4	16.7	15.6	13.2	14.4
Yes, ≥35hrs	32.0	23.7	27.1	26.7	14.9	20.3	34.5	29.1	31.6	32.6	25.9
No Answer	0.8	0.1	0.4	0.7	0.4	0.5	0.5	0.4	0.4	0.7	0.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
COMMUNITY COLLEGES											
No	30.6	35.6	33.8	35.0	49.5	43.4	22.6	30.2	26.0	27.0	36.1
No, looking	19.6	17.1	18.0	18.8	14.3	16.1	12.9	12.3	12.6	16.4	15.0
Yes, <20hrs/wk	6.4	8.0	7.6	7.1	10.8	8.5	12.9	15.2	14.0	10.0	11.2
Yes, 20<35hrs	10.5	9.3	9.7	8.7	7.4	8.0	15.5	15.3	15.5	12.6	11.1
Yes, ≥35hrs	31.8	28.6	29.6	29.3	17.3	22.5	35.8	26.5	31.5	33.0	25.4
No Answer	1.2	1.4	1.3	2.8	0.7	1.6	0.3	0.5	0.4	1.0	1.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

* Includes those who did not indicate their sex.

** Includes other ethnic groups, as well.

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Table 22: EMPLOYMENT STATUS BY FAM'LY TYPE AND FAMILY INCOME FOR CUNY, SENIOR COLLEGES (TOTAL) AND COMMUNITY COLLEGES (TOTAL)

	PARENTAL FAMILY			OWN FAMILY			FAMILY TYPE		FAMILY INCOME		
	$<8000	$8<16000	$>16000	$<8000	$8<16000	$>16000	Parental	Own	$<8000	$8<16000	$>16000
EMPLOYMENT STATUS											
CUNY											
No	46.5	38.7	23.4	38.2	12.0	13.9	32.7	21.4	42.8	21.4	19.4
No, looking	25.7	19.8	13.1	16.2	4.9	3.6	18.9	9.0	20.4	13.4	8.8
Yes, <20 hrs/wk	15.0	22.2	22.0	17.0	3.8	4.4	19.9	8.4	15.8	14.3	14.5
Yes, 20<35 hrs	8.0	14.8	21.9	12.6	10.4	8.9	15.0	10.7	10.0	15.0	16.7
Yes, ≥35 hrs	6.3	13.7	19.7	15.0	68.4	70.1	13.2	51.0	10.3	37.5	40.6
No Answer	0.5	0.7	0.0	0.9	0.5	0.1	0.4	0.6	0.7	0.6	0.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
SENIOR COLLEGES											
No	45.8	26.2	23.6	36.8	12.7	12.7	30.5	19.4	41.9	20.7	18.8
No, looking	22.7	19.8	12.1	17.7	5.1	2.6	17.8	7.6	20.8	13.8	8.2
Yes, <20 hrs/wk	16.5	25.8	25.9	20.8	4.4	4.2	22.6	8.8	18.3	17.1	15.5
Yes, 20<35 hrs	8.0	15.1	22.9	12.6	11.0	9.8	16.1	10.9	9.8	13.6	17.8
Yes, ≥35 hrs	6.7	12.4	17.6	11.6	66.3	70.6	12.7	53.0	8.9	34.2	39.6
No Answer	0.2	0.7	0.0	0.5	0.5	0.1	0.3	0.4	0.4	0.6	0.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
COMMUNITY COLLEGES											
No	43.7	33.6	22.8	40.1	19.6	17.3	36.6	24.7	44.1	22.6	21.1
No, looking	24.9	19.8	16.0	14.7	4.5	2.2	21.0	8.4	20.2	12.7	10.5
Yes, <20 hrs/wk	13.0	15.0	16.4	12.0	1.9	2.2	14.6	6.3	12.4	8.8	10.7
Yes, 20<35 hrs	8.1	14.2	19.3	12.8	9.7	6.2	15.0	10.4	10.3	12.1	14.1
Yes, ≥35 hrs	5.9	16.4	25.4	18.9	72.9	72.0	14.3	49.3	11.9	43.1	43.3
No Answer	0.6	0.8	0.1	1.4	0.4	0.1	0.6	0.9	1.1	0.6	0.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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Table 23: REASON FOR GOING TO COLLEGE AND INITIAL SELF-CONFIDENCE BY CUNY, SENIOR COLLEGE AND COMMUNITY COLLEGE

	REASON FOR GOING TO COLLEGE								INITIAL SELF-CONFIDENCE				
	Intellectual Development	Personal Growth	Professional Preparation	Occupational Training	Qualify for Higher Position	Other	No Answer	Total	Very Confident	Fairly Confident	Very/Fairly Unsure	No Answer	Total
CUNY*	13.4	10.8	42.4	14.7	12.0	3.1	3.7	100.0	34.0	46.5	18.1	1.4	100.0
SENIOR COLLEGES**	14.8	12.3	42.1	12.9	11.1	3.4	3.3	100.0	34.0	46.9	18.2	0.9	100.0
Sr/Jr	16.4	14.1	42.1	11.8	10.1	4.9	3.4	100.0	35.3	46.9	17.0	0.8	100.0
So/Fr	13.9	9.7	46.5	13.7	8.5	6.5	3.5	100.0	30.0	49.2	19.5	1.3	100.0
Baruch	10.6	9.8	41.5	12.7	20.6	2.1	2.6	100.0	38.1	46.0	15.6	0.2	100.0
Brooklyn	16.1	12.7	41.4	13.4	9.7	3.2	3.6	100.0	32.4	48.2	18.5	1.1	100.0
City	16.5	9.5	46.1	11.3	10.2	4.0	2.4	100.0	39.0	44.7	16.0	0.2	100.0
Hunter	16.8	13.4	38.4	12.7	10.6	4.8	3.4	100.0	37.2	45.1	17.7	0.0	100.0
Jay	13.9	15.7	34.2	15.0	11.6	4.6	5.0	100.0	32.6	43.5	21.2	2.7	100.0
Lehman	11.1	13.4	49.4	11.5	8.5	3.0	3.1	100.0	31.1	47.8	20.7	0.5	100.0
Queens	15.7	13.1	42.8	13.8	8.5	2.8	3.3	100.0	29.5	51.5	18.8	0.2	100.0
Staten Island(UD)	14.3	13.0	35.8	15.6	14.6	2.3	4.3	100.0	36.5	44.9	17.1	1.5	100.0
York	14.4	12.5	44.2	11.8	9.9	1.9	5.2	100.0	27.9	38.8	22.9	10.4	100.0
COMMUNITY COLLEGES	10.7	8.2	42.7	17.8	13.5	2.6	4.4	100.0	33.6	46.3	17.9	2.2	100.0
Boro Manh	11.3	9.3	43.3	15.2	17.3	1.8	1.8	100.0	32.2	46.0	20.9	0.9	100.0
Bronx	8.9	7.3	43.1	19.8	9.8	2.2	8.9	100.0	35.2	44.4	13.6	6.8	100.0
Evers	11.6	10.2	42.9	11.8	15.0	2.7	5.9	100.0	37.9	44.9	15.7	1.6	100.0
Hostos	8.4	7.9	53.2	14.8	9.9	1.0	4.9	100.0	45.1	38.4	13.0	3.4	100.0
Kingsborough	14.2	9.3	38.1	16.2	14.9	2.5	4.9	100.0	33.3	48.3	18.0	0.4	100.0
LaGuardia	8.4	5.9	45.0	20.5	14.6	2.0	3.4	100.0	34.2	48.2	16.2	1.4	100.0
New York City	9.5	5.7	45.0	19.9	13.4	2.7	3.8	100.0	36.4	47.3	15.2	1.1	100.0
Queensborough	10.5	9.4	43.4	17.8	12.5	3.8	2.7	100.0	28.5	47.2	22.5	1.8	100.0
Staten Is.(LD)	11.8	10.0	38.4	18.0	14.7	2.9	4.3	100.0	31.5	46.0	20.1	2.4	100.0

* Includes students in the Graduate School and University Center.
** Includes students in Master's degree programs and non- matriculated students.

Table 24: REASON FOR GOING TO COLLEGE AND INITIAL SELF-CONFIDENCE BY AGE FOR SENIOR COLLEGES (TOTAL) AND COMMUNITY COLLEGES (TOTAL)

	AGE						
	<18 yrs.	18-19	20-21	22-24	25-29	30-34	≥35 yrs.
REASON FOR GOING TO COLLEGE							
SENIOR COLLEGES							
Intellectual Development	17.7	11.7	15.4	17.7	13.8	14.7	17.2
Personal Growth	2.4	7.8	9.8	15.6	13.3	16.7	16.4
Professional Preparation	52.8	55.3	50.8	42.4	36.6	24.8	25.2
Occupational Training	15.8	12.7	10.7	11.9	14.0	15.4	12.2
Qualify Higher Position	0.0	6.2	7.8	7.4	13.3	23.1	19.5
Other	3.3	3.9	3.4	2.7	4.5	1.9	3.3
No Answer	8.0	2.5	2.2	2.4	4.4	3.4	1.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
COMMUNITY COLLEGES							
Intellectual Development	12.1	8.7	9.8	9.4	13.5	11.6	13.2
Personal Growth	8.7	5.3	6.4	9.7	13.5	11.0	8.8
Professional Preparation	48.5	48.7	49.1	47.7	35.5	36.7	30.4
Occupational Training	19.1	21.5	18.6	14.4	12.1	18.9	15.5
Qualify for Promotion	6.5	8.8	10.1	9.7	18.2	16.5	25.9
Other	5.0	3.8	3.0	3.1	2.0	1.0	1.0
No Answer	0.0	3.1	3.1	6.0	5.3	4.3	5.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
INITIAL SELF-CONFIDENCE							
SENIOR COLLEGES							
Very Confident	41.0	32.7	34.5	33.5	35.2	27.5	23.0
Fairly Confident	47.3	46.8	50.9	45.4	47.0	45.7	53.6
Fairly Unsure	9.8	16.1	11.9	17.4	13.4	16.0	16.2
Very Unsure	1.9	3.2	1.7	2.7	3.5	10.0	6.6
No Answer	0.0	1.3	1.0	1.0	0.9	0.8	0.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
COMMUNITY COLLEGES							
Very Confident	38.2	27.9	34.3	40.8	40.0	32.5	36.3
Fairly Confident	50.1	55.5	43.5	37.9	40.7	44.3	42.2
Faily Unsure	6.0	11.8	17.5	14.5	12.8	14.7	15.2
Very Unsure	5.7	2.8	2.2	2.9	3.6	6.5	5.3
No Answer	0.0	2.0	2.5	3.9	2.9	2.0	0.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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Table 25: REASON FOR GOING TO COLLEGE AND INITIAL SELF-CONFIDENCE BY PROGRAM FOR SENIOR COLLEGES UPPER DIVISION (TOTAL) AND COMMUNITY COLLEGES (TOTAL)

	PROGRAM										
	Biolog Science	Phys Sci & Math	Social Science	Fine/Appl Arts	Lib Arts	Engi-neering	Computer Science	Business & Acctg	Education	Health Services	Public Services
REASON FOR GOING TO COLLEGE											
SENIOR COLLEGES											
UPPER DIVISION											
Intellectual Development	28.2	10.6	17.7	28.8	24.7	19.4	12.2	6.3	8.3	10.4	12.9
Personal Growth	3.1	9.0	26.1	19.0	18.3	6.6	0.8	9.2	15.9	7.3	12.2
Professional Preparation	48.3	50.1	37.6	23.9	39.0	47.4	58.3	48.6	48.2	54.3	37.4
Occupational Training	13.1	20.1	10.4	19.0	3.9	14.2	7.7	12.3	12.8	10.9	17.7
Qualify for Higher Position	5.5	5.9	5.7	6.8	7.6	10.4	14.0	20.4	11.6	11.8	13.7
Other	1.7	3.5	2.1	1.6	2.6	0.0	0.8	2.0	0.2	0.0	3.1
No Answer	0.2	0.8	5.8	2.0	3.9	2.1	6.8	1.2	5.8	5.4	3.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
COMMUNITY COLLEGES											
Intellectual Development					15.3	7.6	7.0	11.5	10.2	4.6	9.3
Personal Growth					11.2	5.5	5.0	7.0	8.7	4.0	11.0
Professional Preparation					45.7	41.3	39.2	37.9	47.5	55.6	46.0
Occupational Training					11.4	26.9	30.6	20.1	11.7	20.2	17.5
Qualify for Promotion					11.8	11.0	15.6	17.4	11.8	10.7	10.6
Other					2.9	2.8	3.5	2.9	1.3	1.3	1.6
No Answer					3.6	5.1	4.2	4.1	0.9	3.6	4.0
Total					100.0	100.0	100.0	100.0	100.0	100.0	100.0
INITIAL SELF-CONFIDENCE											
SENIOR COLLEGES											
UPPER DIVISION											
Very Confident	53.9	48.0	31.7	35.9	37.6	36.0	7[illegible].7	33.1	32.9	26.4	38.3
Fairly Confident	37.0	31.7	46.6	47.8	48.2	50.2	48.8	49.6	54.2	50.3	41.9
Fairly Unsure	7.1	19.1	16.4	12.6	10.3	9.3	13.6	16.2	10.3	18.1	15.2
Very Unsure	0.4	0.3	4.8	3.1	2.1	4.5	0.9	0.6	1.8	4.6	3.8
No Answer	1.6	0.9	0.5	0.6	1.7	0.0	0.0	0.6	0.8	0.5	0.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
COMMUNITY COLLEGES											
Very Confident					35.2	39.4	33.8	33.4	30.9	35.8	30.2
Fairly Confident					45.2	44.8	47.8	47.5	48.6	44.6	48.9
Fairly Unsure					13.7	10.7	14.6	14.1	15.5	14.4	13.5
Very Unsure					3.6	2.4	1.6	3.1	5.0	4.4	3.7
No Answer					2.3	2.7	2.2	2.0	0.0	2.9	3.7
Total					100.0	100.0	100.0	100.0	100.0	100.0	100.0

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Table 26: REASON FOR GOING TO COLLEGE AND INITIAL SELF-CONFIDENCE BY FAMILY TYPE AND FAMILY INCOME FOR SENIOR COLLEGES (TOTAL) AND COMMUNITY COLLEGES (TOTAL)

FAMILY TYPE/INCOME	REASON FOR GOING TO COLLEGE								INITIAL SELF-CONFIDENCE				
	Intellectual Development	Personal Growth	Professional Preparation	Occupational Training	Qualify for Higher Position	Other	No Answer	Total	Very Confident	Fairly Confident	Very/Fairly Unsure	No Answer	Total
SENIOR COLLEGES													
Parental													
$ <8000	13.6	12.5	48.1	10.7	7.5	4.4	3.1	100.0	34.6	44.8	19.9	0.6	100.0
8<16000	11.6	11.5	53.6	11.9	7.3	2.6	1.5	100.0	31.1	51.6	16.4	0.9	100.0
≥16000	15.6	8.7	48.5	12.9	8.0	3.8	2.6	100.0	38.2	46.8	14.1	0.9	100.0
Own													
$ <8000	17.6	14.1	37.9	15.3	9.8	2.6	2.9	100.0	32.5	46.2	20.7	0.5	100.0
8<16000	15.7	13.2	31.4	12.8	18.3	3.3	5.3	100.0	31.1	46.4	22.1	0.4	100.0
≥16000	16.0	17.9	24.4	14.2	20.3	3.8	3.4	100.0	34.0	46.5	19.1	0.4	100.0
COMMUNITY COLLEGES													
Parental													
$ <8000	10.7	4.4	52.4	20.0	7.9	2.2	2.4	100.0	32.9	48.3	18.1	0.8	100.0
8<16000	8.0	7.4	47.3	21.8	9.8	2.8	2.8	100.0	31.9	49.7	17.6	0.7	100.0
≥16000	12.5	6.5	45.1	19.3	10.7	4.1	1.8	100.0	33.9	49.5	15.7	0.9	100.0
Own													
$ <8000	8.9	8.2	45.0	17.1	15.1	2.9	2.9	100.0	37.0	45.5	16.3	1.2	100.0
8<16000	13.6	14.0	30.1	13.6	24.4	1.0	3.4	100.0	32.0	44.9	22.5	0.4	100.0
≥16000	15.5	16.7	24.9	14.2	22.2	1.6	4.8	100.0	34.3	43.6	20.9	1.3	100.0

Table 27: REASON FOR GOING TO COLLEGE AND INITIAL SELF-CONFIDENCE BY ETHNICITY AND SEX FOR SENIOR COLLEGES (TOTAL) AND COMMUNITY COLLEGES (TOTAL)

	REASON FOR GOING TO COLLEGE								INITIAL SELF-CONFIDENCE				
ETHNICITY/SEX	Intellectual Development	Personal Growth	Professional Preparation	Occupational Training	Qualify for Higher Position	Other	No Answer	Total	Very Confident	Fairly Confident	Very/Fairly Unsure	No Answer	Total
SENIOR COLLEGES													
Black*	12.7	12.9	40.5	14.8	12.5	3.0	3.6	100.0	35.0	46.1	17.6	1.2	100.0
Male	17.3	15.9	36.1	14.9	9.0	2.9	3.9	100.0	38.4	42.7	17.6	1.4	100.0
Female	9.8	10.9	43.7	14.5	14.5	3.2	3.4	100.0	32.8	48.3	17.8	1.2	100.0
Hispanic*	16.6	12.0	42.4	8.5	10.4	2.2	2.7	100.0	34.6	48.1	22.3	0.6	100.0
Male	17.2	8.9	43.4	5.1	10.8	4.0	2.4	100.0	31.0	45.3	21.8	0.7	100.0
Female	16.1	14.8	41.5	11.4	10.1	0.7	3.1	100.0	37.3	50.8	22.9	0.5	100.0
White*	15.1	13.2	46.4	12.8	10.9	3.6	3.3	100.0	33.8	42.6	17.2	0.9	100.0
Male	14.4	14.9	45.6	13.9	11.8	4.8	2.8	100.0	34.9	46.6	18.8	0.9	100.0
Female	15.8	11.9	46.7	11.6	10.0	2.5	3.8	100.0	32.7	39.3	15.6	0.8	100.0
All Males**	15.5	11.1	42.1	13.3	10.8	4.3	2.8	100.0	35.2	45.1	18.8	0.9	100.0
All Females**	14.3	13.5	42.2	12.5	11.2	2.5	3.8	100.0	32.9	48.5	17.7	0.9	100.0
COMMUNITY COLLEGES													
Black*	10.6	6.1	45.3	16.2	15.2	2.1	4.5	100.0	37.6	45.8	14.4	2.3	100.0
Male	12.0	6.9	44.7	16.4	12.9	2.0	5.2	100.0	43.2	43.1	12.0	1.7	100.0
Female	9.9	5.5	45.8	16.1	16.4	2.3	3.9	100.0	34.6	47.1	15.8	2.5	100.0
Hispanic*	8.2	9.6	47.3	17.4	13.7	1.6	4.9	100.0	31.4	45.2	20.6	2.8	100.0
Male	8.1	10.6	45.9	17.3	15.5	2.6	6.3	100.0	31.0	41.1	26.0	1.8	100.0
Female	8.3	8.9	48.3	17.6	11.5	1.0	3.9	100.0	31.7	48.4	16.3	3.6	100.0
White*	11.8	9.2	39.4	18.9	10.8	3.4	3.6	100.0	31.0	47.1	20.5	1.5	100.0
Male	11.8	8.5	37.5	19.7	9.1	4.3	2.7	100.0	32.0	45.5	21.0	1.5	100.0
Female	11.9	10.1	41.6	17.8	12.0	2.3	4.8	100.0	29.9	49.0	19.4	1.6	100.0
All Males**	10.9	8.4	41.2	18.5	13.4	3.4	4.3	100.0	34.7	44.5	19.0		100.0
All Females**	10.5	8.1	44.1	17.2	15.7	2.1	4.4	100.0	32.6	47.9	17.0		100.0

* Includes those who did not indicate their sex.

** Includes other ethnic groups, as well.

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Table 28: EDUCATIONAL ASPIRATION BY CUNY, SENIOR COLLEGE AND COMMUNITY COLLEGE

EDUCATIONAL ASPIRATION	CUNY*	SENIOR COLLEGES**	Sr/Jr	So/Fr	COMMUNITY COLLEGES
Associate	10.3	1.6	0.8	2.4	24.8
Baccalaureate	33.4	29.9	28.8	42.3	40.2
Masters	36.7	46.1	48.7	35.5	22.5
Doctorate	17.2	20.5	21.0	17.4	9.1
No Answer	2.4	1.8	0.6	2.3	3.4
Total	100.0	100.0	100.0	100.0	100.0

	Baruch	Bklyn	City	Hunter	Jay	Lehman	Queens	SI(UD)	York
Associate	1.2	3.4	0.7	0.7	3.4	1.4	1.1	0.5	2.1
Baccalaureate	31.9	30.9	24.6	27.3	36.4	32.5	30.1	24.5	34.5
Masters	50.4	42.1	44.7	48.9	40.3	47.8	48.0	52.3	39.0
Doctorate	14.9	23.1	28.1	20.4	16.9	15.1	19.4	21.2	20.8
No Answer	1.7	0.5	1.9	2.6	3.0	3.3	1.3	1.5	3.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

	B.Manh	Bronx	Evers	Hostos	Kgboro	LaGa	NYC	Qnboro	SI(LD)
Associate	20.9	21.7	16.6	31.5	28.6	33.1	26.9	24.9	22.3
Baccalaureate	43.6	39.8	40.1	26.4	37.9	33.3	40.8	40.3	45.5
Masters	20.6	25.7	27.2	22.2	20.8	16.0	22.6	23.8	21.8
Doctorate	12.5	10.8	13.6	14.3	8.9	8.7	7.6	6.7	7.1
No Answer	2.4	1.9	2.5	5.7	3.8	8.9	2.2	4.2	3.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

* Includes students in the Graduate School and University Center.

** Includes students in Master's degree programs and non-matriculated students.

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Table 29: EDUCATIONAL ASPIRATION BY CLASS FOR SENIOR COLLEGES (TOTAL) AND COMMUNITY COLLEGES (TOTAL)

	CLASS				
	Fresh	Soph	Junior	Senior	Grad
EDUCATIONAL ASPIRATION					
SENIOR COLLEGES					
Associate	3.3	1.7	0.7	0.9	0.0
Baccalaureate	44.6	40.3	32.6	24.9	2.2
Master's	33.6	37.1	45.3	52.2	69.8
Doctorate	16.4	18.3	20.6	21.5	27.5
No Answer	2.1	2.5	0.8	0.5	0.4
Total	100.0	100.0	100.0	100.0	100.0
COMMUNITY COLLEGES					
Associate	27.0	22.0			
Baccalaureate	38.9	45.0			
Master's	21.5	23.2			
Doctorate	9.7	8.4			
No Answer	2.9	1.5			
Total	100.0	100.0			

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Table 30: EDUCATIONAL ASPIRATION BY FAMILY TYPE AND FAMILY INCOME FOR CUNY, SENIOR COLLEGES (TOTAL) AND COMMUNITY COLLEGES (TOTAL)

	PARENTAL FAMILY			OWN FAMILY			FAMILY TYPE		FAMILY INCOME		
	$<8000	$8<16000	$≥16000	$<8000	$8<16000	$≥16000	Parental	Own	$<8000	$8<16000	$≥16000
EDUCATIONAL ASPIRATION											
SENIOR COLLEGES											
Associate	2.0	0.5	1.6	1.1	2.4	2.5	1.4	2.1	1.7	1.3	1.9
Baccalaureate	33.8	32.7	30.8	32.0	27.3	23.7	32.3	27.2	33.2	30.5	28.0
Masters	38.7	47.1	43.2	41.6	51.9	54.7	43.3	50.1	39.8	49.1	47.8
Doctorate	23.0	18.7	23.1	22.8	17.5	17.3	21.5	18.9	22.8	18.2	20.7
No Answer	2.4	1.0	1.3	2.5	0.9	1.8	1.5	1.8	2.5	0.9	1.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
COMMUNITY COLLEGES											
Associate	28.9	25.1	24.7	19.3	24.8	25.9	26.8	22.5	24.2	24.8	25.5
Baccalaureate	36.4	40.0	42.8	38.2	45.7	45.3	38.9	42.3	37.5	42.6	43.5
Masters	21.1	21.5	23.9	26.1	22.3	21.1	21.8	24.0	23.5	21.9	22.5
Doctorate	11.4	9.7	6.2	13.0	5.2	5.7	9.5	8.6	12.0	7.6	5.9
No Answer	2.1	3.7	2.4	3.3	2.0	2.0	3.1	2.7	2.8	3.1	2.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 31: EDUCATIONAL ASPIRATION BY ETHNICITY AND SEX FOR CUNY, SENIOR COLLEGES (TOTAL) AND COMMUNITY COLLEGES (TOTAL)

	BLACK			HISPANIC			WHITE			TOTAL**	
	Male	Female	All*	Male	Female	All*	Male	Female	All*	Male	Female
EDUCATIONAL ASPIRATION											
SENIOR COLLEGES											
Associate	2.8	1.1	1.8	0.7	1.3	1.0	2.7	0.7	1.7	2.3	1.0
Baccalaureate	30.7	32.4	32.0	39.5	28.3	33.3	28.8	28.7	28.7	30.4	29.4
Masters	44.4	44.9	44.6	37.7	43.3	40.6	42.5	52.5	47.5	42.3	49.6
Doctorate	20.6	19.2	19.7	20.8	26.6	24.2	23.5	17.1	20.3	22.8	18.4
No Answer	1.4	2.4	1.9	2.0	0.5	0.9	2.4	1.1	1.7	2.2	1.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
COMMUNITY COLLEGES											
Associate	17.4	22.4	20.6	23.2	31.9	28.3	24.0	31.8	27.6	21.5	27.4
Baccalaureate	34.9	41.1	39.0	39.5	38.5	38.8	43.8	39.5	41.8	40.6	40.1
Masters	31.5	26.8	28.3	18.9	16.1	17.3	20.3	18.0	19.2	23.7	21.6
Doctorate	14.7	7.8	10.2	15.7	8.0	11.3	8.5	5.2	7.0	11.6	7.0
No Answer	1.5	2.0	1.9	2.8	5.5	4.3	3.4	5.5	4.4	2.6	3.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

* Includes those who did not indicate their sex.

** Includes other ethnic groups, as well.

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Table 32: USE OF COUNSELING AND USE OF TUTORING BY CUNY, SENIOR COLLEGE AND COMMUNITY COLLEGE

	USE OF COUNSELING						USE OF TUTORING					
	Frequent	Occasional	Hardly Ever	Never	No Answer	Total	Frequent	Occasional	Hardly Ever	Never	No Answer	Total
CUNY*	7.4	28.1	27.1	35.9	1.5	100.0	4.4	13.4	11.7	68.9	1.5	100.0
SENIOR COLLEGES**	6.3	24.2	28.0	40.7	0.9	100.0	3.2	10.1	10.3	75.5	0.9	100.0
Sr/Jr	4.7	25.2	32.9	36.3	0.8	100.0	2.4	9.5	10.1	77.3	0.7	100.0
So/Fr	10.4	30.2	28.8	29.4	1.2	100.0	5.8	15.7	14.0	63.2	1.3	100.0
Baruch	7.2	25.4	28.1	39.1	0.2	100.0	2.9	10.3	13.4	72.9	0.5	100.0
Brooklyn	6.1	22.1	31.1	39.7	1.0	100.0	2.4	6.6	10.7	79.6	0.7	100.0
City	8.0	27.0	31.9	32.9	0.2	100.0	6.4	16.8	14.4	62.2	0.2	100.0
Hunter	5.8	25.2	23.3	45.8	0.0	100.0	4.8	9.8	8.2	77.2	0.0	100.0
Jay	10.7	27.6	29.4	30.3	2.1	100.0	2.3	10.3	9.6	75.6	2.3	100.0
Lehman	9.9	31.5	31.3	27.1	0.2	100.0	1.4	9.6	8.5	80.0	0.5	100.0
Queens	1.7	15.1	24.5	58.3	0.4	100.0	1.3	8.3	7.6	82.8	0.0	100.0
Staten Is.(UD)	5.4	24.5	23.2	44.9	2.0	100.0	1.3	5.4	8.4	83.2	1.8	100.0
York	7.6	37.6	25.5	18.9	10.4	100.0	5.7	18.7	13.0	51.8	10.9	100.0
COMMUNITY COLLEGES	9.5	35.3	26.4	26.3	2.4	100.0	6.6	19.3	14.4	57.0	2.6	100.0
Boro Manh	10.1	35.8	30.1	22.7	1.2	100.0	5.7	15.8	14.3	62.7	1.5	100.0
Bronx	11.7	48.2	19.5	13.6	7.0	100.0	9.8	36.3	16.0	30.9	7.0	100.0
Evers	18.6	41.3	24.9	13.4	1.8	100.0	15.4	29.5	18.6	34.7	1.8	100.0
Hostos	16.0	43.8	20.9	16.3	3.0	100.0	9.9	28.8	13.5	42.9	4.9	100.0
Kingsborough	8.9	31.0	31.0	28.6	0.4	100.0	4.7	11.5	11.3	72.1	0.4	100.0
LaGuardia	18.3	40.6	19.9	20.3	0.9	100.0	10.0	23.1	13.2	51.8	1.8	100.0
New York City	5.4	31.8	27.7	33.4	1.6	100.0	7.6	20.7	17.4	52.4	1.9	100.0
Queensborough	2.4	25.6	31.4	38.3	2.2	100.0	2.0	10.7	12.9	72.4	2.0	100.0
Staten Is.(LD)	14.0	35.3	22.7	25.6	2.4	100.0	5.5	13.0	12.6	66.4	2.6	100.0

*Includes students in the Graduate School and University Center

**Includes students in Master's degree programs and non-matriculated students.

Table 33: USE OF COUNSELING AND USE OF TUTORING BY CLASS FOR SENIOR COLLEGES (TOTAL) AND COMMUNITY COLLEGES (TOTAL)

	CLASS				
	Freshmen	Sophomore	Junior	Senior	Graduate
USE OF COUNSELING					
SENIOR COLLEGES					
Frequent	12.9	8.3	5.8	3.7	2.3
Occasional	30.0	30.4	26.9	23.5	8.9
Hardly Ever	26.6	30.7	31.6	34.1	23.0
Never	29.5	29.4	34.9	37.8	65.6
No Answer	1.0	1.3	0.8	0.8	0.2
Total	100.0	100.0	100.0	100.0	100.0
COMMUNITY COLLEGES					
Frequent	10.1	10.3			
Occasional	39.4	35.4			
Hardly Ever	26.9	28.2			
Never	21.3	23.4			
No Answer	2.3	2.7			
Total	100.0	100.0			
USE OF TUTORING					
SENIOR COLLEGES					
Frequent	7.6	4.4	3.0	1.7	0.3
Occasional	17.2	14.3	10.4	8.5	1.1
Hardly Ever	11.8	15.8	10.4	9.8	4.3
Never	62.1	64.2	75.6	79.1	94.1
No Answer	1.3	1.3	0.5	0.8	0.2
Total	100.0	100.0	100.0	100.0	100.0
COMMUNITY COLLEGES					
Frequent	6.5	7.7			
Occasional	18.5	21.4			
Hardly Ever	13.4	16.3			
Never	59.3	51.5			
No Answer	2.3	3.1			
Total	100.0	100.0			

Table 34: USE OF COUNSELING AND USE OF TUTORING BY FAMILY TYPE AND FAMILY INCOME FOR SENIOR COLLEGES (TOTAL) AND COMMUNITY COLLEGES (TOTAL)

FAMILY TYPE/INCOME	USE OF COUNSELING						USE OF TUTORING					
	Frequent	Occasional	Hardly Ever	Never	No Answer	Total	Frequent	Occasional	Hardly Ever	Never	No Answer	Total
SENIOR COLLEGES												
Parental												
$< 8000	14.9	33.7	28.0	22.9	0.9	100.0	6.2	20.4	16.1	56.3	0.9	100.0
8<16000	5.2	25.6	32.5	35.6	1.0	100.0	3.1	9.4	12.8	74.1	0.6	100.0
≤16000	2.9	21.4	26.4	48.4	0.9	100.0	1.6	5.8	9.0	82.8	0.7	100.0
Own												
$< 8000	9.0	31.3	26.0	33.4	0.3	100.0	6.0	19.2	12.9	61.6	0.3	100.0
8<16000	3.7	20.0	30.6	45.7	0.1	100.0	1.4	5.7	7.2	85.3	0.5	100.0
≥16000	3.3	14.6	24.4	57.4	0.4	100.0	1.6	2.8	4.0	91.1	0.4	100.0
COMMUNITY COLLEGES												
Parental												
$< 8000	14.4	40.3	28.4	16.2	0.7	100.0	12.2	40.5	24.8	21.3	1.2	100.0
8<16000	7.8	39.8	27.9	24.0	0.5	100.0	6.3	32.7	29.3	30.8	0.9	100.0
≥16000	7.5	27.0	27.8	36.6	1.1	100.0	4.1	24.8	22.5	46.5	2.0	100.0
Own												
$< 8000	12.2	40.5	24.8	21.3	1.2	100.0	9.7	25.7	15.9	47.1	1.6	100.0
8<16000	6.3	32.7	29.3	30.8	0.9	100.0	6.5	16.7	10.1	65.7	1.0	100.0
≥16000	4.1	24.8	22.5	46.5	2.0	100.0	2.1	11.7	7.4	77.2	1.6	100.0

Table 35: USE OF COUNSELING AND USE OF TUTORING BY ETHNICITY AND SEX FOR SENIOR COLLEGES (TOTAL) AND COMMUNITY COLLEGES (TOTAL)

	USE OF COUNSELING						USE OF TUTORING					
ETHNICITY/SEX	Frequent	Occasional	Hardly Ever	Never	No Answer	Total	Frequent	Occasional	Hardly Ever	Never	No Answer	Total
SENIOR COLLEGES												
Black*	12.0	36.2	25.6	25.1	1.1	100.0	8.1	19.5	16.4	54.9	1.1	100.0
Male	10.2	39.7	23.9	24.8	1.3	100.0	8.7	18.3	17.5	54.2	1.3	100.0
Female	13.3	33.8	26.9	25.0	1.0	100.0	7.7	20.3	15.8	55.1	1.0	100.0
Hispanic*	11.5	30.4	32.0	25.7	0.4	100.0	4.7	16.8	14.2	63.6	0.6	100.0
Male	11.3	30.5	34.8	23.0	0.4	100.0	5.2	21.0	11.8	61.1	0.8	100.0
Female	11.8	30.5	30.0	27.3	0.5	100.0	4.4	13.5	16.1	65.5	0.5	100.0
White*	3.5	19.0	27.8	48.9	0.8	100.0	1.2	5.6	7.4	85.1	0.7	100.0
Male	4.6	20.2	28.6	45.8	0.8	100.0	1.5	6.8	9.1	82.0	0.7	100.0
Female	2.5	17.7	27.2	51.7	0.8	100.0	1.0	4.5	5.9	87.8	0.8	100.0
All Males**	6.4	24.9	28.6	39.2	0.9	100.0	3.4	10.6	10.9	74.3	0.8	100.0
All Females**	6.1	23.5	27.7	41.8	0.9	100.0	3.0	9.7	9.9	76.5	0.9	100.0
COMMUNITY COLLEGES												
Black*	12.1	40.6	23.4	21.0	2.9	100.0	10.9	27.2	16.3	42.7	2.9	100.0
Male	10.0	41.9	25.3	20.1	2.7	100.0	10.0	25.9	16.0	45.7	2.3	100.0
Female	13.2	39.9	22.5	21.3	30.0	100.0	11.4	28.0	16.2	41.1	3.2	100.0
Hispanic*	11.3	41.3	25.4	19.6	2.4	100.0	7.7	26.0	15.8	47.4	3.1	100.0
Male	8.5	40.9	25.8	23.0	1.8	100.0	7.2	25.1	15.6	50.1	2.1	100.0
Female	13.5	41.5	25.2	17.0	3.0	100.0	8.2	26.5	16.1	45.5	3.8	100.0
White*	6.8	28.0	29.3	34.2	1.7	100.0	2.5	9.3	11.4	75.0	1.9	100.0
Male	7.3	27.3	29.7	34.0	1.7	100.0	2.6	10.3	13.7	71.8	1.6	100.0
Female	6.3	28.6	28.5	34.8	1.8	100.0	2.2	8.0	8.3	79.4	2.1	100.0
All Male**	7.9	34.2	28.0	27.7	2.2	100.0	5.4	17.7	15.0	59.7	2.2	100.0
All Females**	10.9	36.1	25.0	25.4	2.6	100.0	7.6	20.7	13.7	55.0	2.9	100.0

*Includes those who did not indicate their sex.
**Includes other ethnic groups, as well.

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Table 36: USE OF COUNSELING AND USE OF TUTORING BY PROGRAM FOR SENIOR COLLEGES UPPER DIVISION (TOTAL) AND COMMUNITY COLLEGES (TOTAL)

	PROGRAM									
USE OF COUNSELING	Biolog Science	Phys Sci & Math	Social Science	Fine/Appl Arts	Lib Arts	Engi-neering	Computer Science	Business & Acctg	Health Services	Public Services
SENIOR COLLEGES UPPER DIVISION										
Frequent	1.2	2.4	6.3	1.5	3.3	6.6	5.4	4.1	2.4	6.8
Occasional	20.2	26.6	23.3	22.1	29.4	15.6	6.3	25.7	25.7	32.0
Hardly Ever	30.0	32.7	29.4	31.0	34.2	42.2	27.6	36.7	30.0	36.6
Never	47.0	37.4	40.4	44.8	31.4	35.6	60.7	33.5	41.4	23.0
No Answer	1.6	0.9	0.6	0.6	1.7	0.0	0.0	0.0	0.5	1.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
COMMUNITY COLLEGES										
Frequent					11.5	4.2	8.8	8.5	14.5	11.2
Occasional					38.5	34.4	37.2	36.6	36.7	40.7
Hardly Ever					27.7	27.7	31.4	28.7	24.3	22.3
Never					19.8	29.9	21.1	24.1	21.6	22.1
No Answer					2.6	3.8	1.5	2.1	2.8	3.7
Total					100.0	100.0	100.0	100.0	100.0	100.0
USE OF TUTORING										
SENIOR COLLEGES UPPER DIVISION										
Frequent	1.7	6.5	3.0	1.1	1.1	0.4	5.4	2.4	1.0	0.8
Occasional	11.2	10.9	9.1	6.4	5.8	23.2	12.2	7.0	12.5	7.6
Hardly Ever	7.2	14.2	9.0	8.8	10.3	15.9	0.0	13.0	12.8	7.6
Never	78.5	67.4	78.4	83.1	82.3	60.6	82.4	77.6	73.2	82.5
No Answer	1.6	0.9	0.5	0.6	0.5	0.0	0.0	0.0	0.5	1.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
COMMUNITY COLLEGES										
Frequent					6.6	6.0	6.6	6.6	8.9	1.4
Occasional					19.0	23.8	18.0	15.9	26.4	20.2
Hardly Ever					14.7	15.3	18.1	14.8	14.7	10.1
Never					57.2	51.1	55.7	60.5	46.8	64.0
No Answer					2.5	3.8	1.5	2.2	3.2	4.4
Total					100.0	100.0	100.0	100.0	100.0	100.0

Table 37: PROGRAM BY ETHNICITY AND SEX FOR SENIOR COLLEGE UPPER DIVISION AND COMMUNITY COLLEGE

	BLACK			HISPANIC			WHITE			TOTAL**	
	Male	Female	All*	Male	Female	All*	Male	Female	All*	Male	Female
PROGRAM											
SENIOR COLLEGES UPPER DIVISION											
Biological Sci	2.3	6.7	4.9	10.1	4.2	6.9	6.6	5.1	5.8	6.7	5.3
Physical Sci & Math	8.4	3.1	5.1	4.8	0.0	2.2	7.5	3.0	5.3	7.5	2.9
Social Sci	20.5	30.3	26.4	18.4	16.8	17.5	26.3	25.7	26.1	24.9	25.9
Fine/Appl Arts	5.7	2.2	3.5	5.4	9.6	7.6	7.8	10.1	9.0	6.9	8.4
Lib Arts	5.4	5.9	5.7	13.1	14.7	13.9	5.3	18.1	11.8	6.0	14.3
Engineering	15.7	0.0	6.5	15.8	1.5	8.2	5.4	0.0	2.8	8.3	0.2
Computer Sci	2.3	0.7	1.3	0.0	0.0	0.0	3.2	0.0	1.6	2.9	0.4
Business & Acctg	21.6	8.9	13.8	13.9	8.0	10.8	19.1	7.2	13.2	18.2	8.1
Education	6.8	21.2	15.6	11.2	19.1	15.4	3.4	18.2	10.5	5.0	18.6
Health Services	3.7	11.0	8.1	0.6	11.5	6.4	2.4	4.4	3.3	2.4	6.7
Public Services	4.9	3.7	4.1	3.0	6.6	4.9	8.2	1.9	5.1	6.8	2.8
No Program	0.8	5.1	3.4	1.6	8.1	5.1	2.3	3.4	2.8	1.8	4.1
No Answer	1.9	1.2	1.5	2.2	0.0	1.0	2.7	2.9	2.8	2.6	2.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
COMMUNITY COLLEGES											
Lib Arts & Sci	26.0	25.6	25.8	33.5	31.6	32.7	27.5	30.3	28.7	27.9	28.5
Engineering	19.2	0.7	7.2	15.3	0.4	6.8	19.0	0.8	10.7	18.8	0.6
Computer Sci	7.2	3.8	4.9	7.9	3.4	5.3	4.8	0.9	3.0	6.4	2.7
Business/Acctg	28.4	25.1	26.2	27.3	31.4	29.7	30.6	29.5	30.2	29.2	28.0
Education	1.6	7.3	5.4	1.0	9.3	5.7	0.7	3.8	2.1	1.0	6.3
Health Services	9.8	28.8	22.1	8.7	15.1	12.2	6.7	20.6	13.1	7.7	23.1
Public Services	1.8	4.0	3.2	1.0	5.0	3.2	1.0	1.4	1.2	1.3	3.2
No Program	3.2	2.7	2.9	3.6	2.1	2.7	8.5	11.6	9.8	6.0	5.8
No Answer	2.8	2.0	2.3	1.7	1.7	1.7	1.2	1.1	1.2	1.7	1.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

* Includes those who did not indicate their sex.

** Includes other ethnic groups, as well.

Table 58: ETHNICITY AND SEX BY PROGRAM FOR SENIOR COLLEGES UPPER DIVISION (TOTAL) AND COMMUNITY COLLEGES (TOTAL)

ETHNICITY/SEX	PROGRAM										
	Biolog Sciences	Phy Sci & Math	Social Sciences	Fine/Appl Arts	Lib Arts	Engineering	Computer Science	Business & Acctg	Education	Health Services	Public Services
SENIOR COLLEGES UPPER DIVISION											
Asian	4.3	7.7	3.7	5.9	1.4	6.6	18.5	4.6	3.8	2.0	0.8
Black	16.1	19.4	20.0	8.8	10.4	30.1	16.2	20.6	25.4	34.6	16.7
Puerto Rican	2.7	2.0	6.1	5.6	6.6	4.5	0.0	1.4	9.6	11.0	6.9
Other Hispanic	9.4	2.6	1.0	4.7	7.2	15.9	0.0	7.3	3.9	3.7	3.8
White	63.0	66.3	65.6	74.2	72.2	42.6	65.3	65.4	56.5	46.8	68.7
Other	0.0	2.1	0.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.8
No Answer	4.4	0.0	2.7	0.8	2.1	0.4	0.0	0.8	0.9	1.9	2.3
All Ethnics	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
All Males**	54.5	71.2	47.6	43.8	28.5	97.9	87.8	67.9	20.1	25.1	69.4
All Females**	45.5	28.8	52.4	56.2	71.5	2.1	12.2	32.1	79.9	74.9	30.6
COMMUNITY COLLEGES											
Asian					2.0	6.6	5.1	3.3	0.0	2.2	0.0
Black					30.8	30.1	38.8	32.4	46.0	49.8	53.5
Puerto Rican					13.2	9.9	13.6	10.7	22.0	8.9	23.6
Other Hispanic					8.6	6.2	8.8	7.9	9.0	4.9	1.8
White					43.2	46.1	29.7	44.4	22.9	32.8	16.6
Other					0.3	0.5	2.2	0.3	0.0	0.5	0.0
No Answer					2.0	0.5	1.9	1.0	0.0	1.0	4.4
All Ethnics					100.0	100.0	100.0	100.0	100.0	100.0	100.0
All Males**					44.6	96.0	65.9	46.1	11.1	21.5	24.5
All Females**					55.4	4.0	34.1	53.9	88.9	78.5	75.5

* Includes those who did not indicate their sex.

** Includes other ethnic groups, as well.

Table 39 PROGRAM BY FAMILY TYPE AND FAMILY INCOME FOR SENIOR COLLEGES UPPER DIVISION (TOTAL) AND COMMUNITY COLLEGES (TOTAL)

	PARENTAL FAMILY			OWN FAMILY		
PROGRAM	$<8000	8<16000	≥16000	$<8000	8<16000	≥16000
SENIOR COLLEGES UPPER DIVISION						
Biological Science	11.8	5.5	7.5	6.5	2.4	1.3
Physical Sci. & Math	2.7	6.7	6.3	3.8	7.4	1.4
Social Science	23.2	24.3	25.5	29.9	27.0	25.6
Fine/Applied Arts	5.1	10.8	9.3	10.0	4.2	6.3
Liberal Arts	10.6	8.9	12.2	10.7	8.0	12.3
Engineering	5.0	5.1	2.5	5.9	5.7	1.4
Computer Science	0.7	2.4	1.5	1.6	0.8	2.0
Business & Accounting	8.7	12.9	14.5	8.5	14.4	18.3
Education	15.0	11.4	11.0	11.7	13.5	7.2
Health Services	6.3	4.5	3.2	4.5	4.7	4.6
Public Services	3.0	4.0	3.7	2.0	3.4	12.6
No Program	3.1	2.0	2.3	3.4	3.7	4.1
No Answer	4.6	1.5	0.5	1.3	4.7	3.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
COMMUNITY COLLEGES						
Liberal Arts & Science	28.9	28.3	26.7	29.5	26.2	27.4
Engineering	9.9	11.7	12.3	6.3	6.3	7.2
Computer Science	4.5	5.0	2.3	3.6	5.0	6.6
Business & Accounting	29.0	30.2	29.9	23.9	29.5	32.1
Education	4.1	3.1	2.5	5.9	4.4	1.4
Health Services	16.7	12.3	14.1	20.5	17.3	13.8
Public Services	3.5	0.9	1.2	3.3	3.4	1.3
No Program	1.7	6.7	9.3	4.8	6.7	9.2
No Answer	1.7	1.8	1.9	2.1	1.1	1.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

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Table 40: FAMILY TYPE AND FAMILY INCOME BY PROGRAM FOR SENIOR COLLEGES UPPER DIVISION (TOTAL) AND COMMUNITY COLLEGES (TOTAL)

FAMILY TYPE/INCOME	PROGRAM										
	Biolog Science	Phys Sci & Math	Social Science	Fine/Appl Arts	Lib Arts	Engi-neering	Computer Science	Business & Acctg	Education	Health Services	Public Services
SENIOR COLLEGES UPPER DIVISION											
Parental											
$< 8000	26.9	7.4	12.4	8.7	14.0	16.2	5.7	9.2	17.8	19.4	9.3
8<16000	22.3	31.9	23.0	32.3	20.8	29.2	37.4	24.2	23.8	24.4	21.3
≥16000	28.1	27.7	22.4	25.8	26.4	13.3	20.5	25.2	21.4	15.8	18.6
Own											
$< 8000	14.5	10.0	15.6	16.6	13.7	18.8	13.9	8.8	13.5	13.4	5.9
8<16000	5.5	19.7	14.3	7.0	10.4	18.4	7.2	15.1	15.8	14.3	10.2
≥16000	2.8	3.3	12.4	9.6	14.6	4.0	15.3	17.5	7.7	12.6	34.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
COMMUNITY COLLEGES											
Parental											
$< 8000					22.8	24.2	22.9	22.4	23.4	22.9	31.7
8<16000					19.4	25.0	21.8	20.3	15.6	14.7	7.2
≥16000					12.7	18.2	6.9	13.9	8.6	11.7	6.5
Own											
$< 8000					20.6	13.6	16.1	16.2	29.7	24.8	26.1
8<16000					16.0	12.0	19.3	17.6	19.7	18.4	23.7
≥16000					8.5	7.0	13.0	9.7	3.1	7.4	4.8
Total					100.0	100.0	100.0	100.0	100.0	100.0	100.0

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Table 41: EMPLOYMENT STATUS AND ATTENDANCE STATUS BY PROGRAM FOR SENIOR COLLEGES UPPER DIVISION (TOTAL) AND COMMUNITY COLLEGES (TOTAL)

	PROGRAM										
	Biolog Science	Phy Sci & Math	Social Science	Fine/Appl Arts	Lib Arts	Engineering	Computer Science	Business & Acctg	Education	Health Services	Public Services
EMPLOYMENT STATUS											
SENIOR COLLEGES UPPER DIVISION											
No	34.2	38.5	29.6	30.5	25.6	30.4	10.8	22.1	28.2	34.0	14.5
No, Looking	16.4	9.4	15.1	9.4	12.6	10.7	13.1	13.9	9.0	11.2	10.7
Yes, <20 hrs/wk	22.4	18.4	17.3	30.8	28.3	22.5	34.0	11.9	29.0	21.5	10.8
Yes, 20<35 hrs	13.4	14.6	15.8	13.0	17.3	10.4	13.6	18.6	18.3	13.3	13.8
Yes, ≥35 hrs	13.7	16.4	21.5	16.0	16.3	25.6	28.5	33.5	13.9	20.0	50.3
No Answer	0.0	2.6	0.7	0.3	0.0	0.4	0.0	0.0	1.6	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
COMMUNITY COLLEGES											
No					35.5	21.2	24.0	30.3	40.1	47.3	38.7
No, Looking					13.8	24.3	10.9	17.0	22.7	14.8	9.7
Yes, <20 hrs/wk					13.6	14.7	16.4	10.3	7.9	11.4	6.2
Yes, 20<35 hrs					11.5	10.4	6.8	12.8	15.5	9.5	5.3
Yes, ≥35 hrs					24.3	27.7	41.6	28.9	13.3	16.0	39.7
No Answer					1.3	1.7	0.4	0.7	0.6	1.0	0.5
Total					100.0	100.0	100.0	100.0	100.0	100.0	100.0
ATTENDANCE STATUS											
SENIOR COLLEGES UPPER DIVISION											
Full-time	72.0	74.3	65.1	69.2	67.2	73.3	64.2	58.6	42.2	68.5	58.0
Part-time	25.0	23.3	31.8	29.8	30.0	22.6	34.2	41.4	54.1	28.3	42.0
No Answer	3.0	2.4	3.1	1.0	2.8	4.1	1.6	0.0	3.8	3.2	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
COMMUNITY COLLEGES											
Full-time					65.1	67.1	56.4	62.1	61.5	62.2	74.4
Part-time					34.7	32.9	43.6	37.7	38.1	37.8	25.6
No Answer					0.2	0.0	0.0	0.2	0.4	0.0	0.0
Total					100.0	100.0	100.0	100.0	100.0	100.0	100.0

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Table 42: CHILDREN AT HOME AND LANGUAGE AT HOME BY PROGRAM FOR SENIOR COLLEGES UPPER DIVISION (TOTAL) AND COMMUNITY COLLEGES (TOTAL)

	PROGRAM										
	Biolog Science	Phy Sci & Math	Social Science	Fine/Appl Arts	Lib Arts	Engineering	Computer Science	Business & Acctg	Education	Health Services	Public Services
CHILDREN AT HOME											
SENIOR COLLEGES UPPER DIVISION											
Yes, Home	10.2	11.0	21.0	14.2	12.4	11.1	12.2	18.4	23.6	21.0	36.6
Yes, Elsewhere	0.0	1.4	2.3	2.5	4.2	4.1	6.3	1.8	2.2	0.8	2.3
No	88.0	87.1	75.9	83.3	82.7	80.6	81.5	78.7	74.0	76.0	59.6
No Answer	1.8	0.5	0.8	0.0	0.7	4.1	0.0	1.2	0.2	2.2	1.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
COMMUNITY COLLEGES											
Yes, Home					25.1	15.4	29.3	24.9	36.3	33.6	41.5
Yes, Elsewhere					3.9	4.1	5.4	3.6	4.5	3.8	7.8
No					68.0	76.7	59.9	69.6	58.3	58.8	47.7
No Answer					2.9	3.9	5.3	2.0	0.9	3.8	3.0
Total					100.0	100.0	100.0	100.0	100.0	100.0	100.0
LANGUAGE AT HOME											
SENIOR COLLEGES UPPER DIVISION											
English Only	62.4	56.8	73.5	64.1	62.5	38.4	54.8	71.3	66.8	73.5	66.8
English & Other	28.9	35.0	22.5	32.5	28.7	37.7	37.5	25.4	26.2	20.2	26.2
Other Language	8.7	5.7	3.3	3.4	7.3	23.9	7.7	3.4	7.0	6.2	7.0
No Answer	0.0	2.6	0.6	0.0	1.5	0.0	0.0	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
COMMUNITY COLLEGES											
English Only					67.1	51.4	62.7	68.8	68.0	73.6	66.1
English & Other					25.8	38.4	30.4	23.5	21.7	20.1	31.5
Other Language					5.2	7.5	4.3	6.6	10.3	4.2	2.3
No Answer					1.8	2.7	2.5	1.1	0.0	2.2	0.0
Total					100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 43: PROGRAM, PROGRAM EXPECTATION AND PROGRAM SATISFACTION BY REASON FOR GOING TO COLLEGE AND INITIAL SELF-CONFIDENCE FOR SENIOR COLLEGES UPPER DIVISION (TOTAL) AND COMMUNITY COLLEGES (TOTAL)

	REASON FOR GOING TO COLLEGE					INITIAL SELF-CONFIDENCE			
PROGRAM	Intellectual Development	Personal Growth	Professional Preparation	Occupational Training	Qualify for Higher Position	Very Confident	Fairly Confident	Fairly Unsure	Very Unsure
SENIOR COLLEGES UPPER DIVISION									
Biological Science	10.2	1.3	6.8	6.5	3.2	9.0	4.7	3.0	0.8
Physical Sci & Math	3.3	3.2	6.0	8.6	3.0	6.9	3.4	6.9	0.5
Social Science	27.5	36.3	22.8	22.5	20.7	22.9	25.4	29.8	42.5
Fine/Applied Arts	13.6	10.4	4.0	13.0	5.2	7.8	7.9	6.9	8.3
Lib Arts	15.8	13.5	9.7	3.4	7.9	11.1	10.8	7.6	7.8
Engineering	4.9	1.9	4.7	5.0	4.3	4.2	4.4	2.8	6.5
Computer Sci	1.2	0.1	2.2	1.0	2.2	1.2	2.0	1.5	0.5
Business/Acctg	5.0	8.4	14.9	13.5	25.9	12.1	13.7	14.8	2.6
Education	6.0	11.7	13.6	12.1	13.6	11.1	13.7	8.7	7.5
Health Services	2.9	2.3	5.8	4.2	5.3	3.4	4.9	5.8	7.2
Public Services	3.7	4.1	4.2	7.1	6.4	5.1	4.2	5.1	6.2
No Program	3.8	3.3	2.6	1.9	1.9	2.3	2.7	5.1	4.5
No Answer	2.0	3.4	2.6	1.1	0.5	2.7	2.2	1.9	5.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
COMMUNITY COLLEGES									
Lib Arts & Sci	41.5	39.3	30.2	19.2	28.5	31.0	29.0	29.3	29.2
Engineering	6.3	6.7	8.6	13.4	8.1	10.7	9.0	7.3	6.2
Computer Sci	3.2	6.0	3.9	5.1	6.1	4.6	4.8	5.0	2.1
Business/Acctg	30.7	27.7	27.4	33.1	36.6	29.3	30.7	31.1	25.6
Education	4.6	3.7	4.2	4.9	3.1	3.6	4.1	4.5	5.5
Health Services	7.9	9.7	21.0	18.6	13.1	16.9	16.4	18.1	21.0
Public Services	2.5	4.3	2.3	2.9	2.7	2.3	2.7	2.5	2.7
No Program	1.6	1.3	1.1	1.5	0.4	0.7	1.8	1.5	4.6
No Answer	1.7	1.3	1.4	1.3	1.3	0.9	1.5	0.9	3.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 44: EDUCATIONAL ASPIRATION BY PROGRAM FOR SENIOR COLLEGES UPPER DIVISION (TOTAL) AND COMMUNITY COLLEGES (TOTAL)

	PROGRAM										
	Biolog Science	Phys Sci & Math	Social Science	Fine/Appl Arts	Lib Arts	Engi-neering	Computer Science	Business & Acctg	Education	Health Services	Public Services
EDUCATIONAL ASPIRATION											
SENIOR COLLEGES UPPER DIVISION											
Associate	0.0	0.0	1.1	0.0	0.8	0.0	0.0	1.2	2.0	0.0	0.8
Baccalaureate	20.0	29.5	27.2	42.6	24.4	30.1	23.6	37.7	14.4	35.8	32.8
Masters	19.9	31.7	47.7	38.9	55.8	52.6	57.4	52.5	70.2	56.7	45.1
Doctorate	59.1	38.8	23.7	18.5	17.9	17.3	19.0	6.9	12.5	7.1	20.6
No Answer	1.0	0.0	0.3	0.0	1.0	0.0	0.0	1.8	0.9	0.5	0.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
COMMUNITY COLLEGES											
Associate					16.3	26.6	28.7	32.6	28.4	17.7	24.4
Baccalaureate					37.7	42.6	45.8	42.0	31.3	53.8	40.7
Masters					28.2	20.7	19.9	18.2	29.2	21.0	22.7
Doctorate					15.3	9.6	1.9	5.1	6.6	6.9	8.3
No Answer					2.5	0.4	3.8	2.1	4.4	0.6	3.8
Total					100.0	100.0	100.0	100.0	100.0	100.0	100.0

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Table 45: PROGRAM EXPECTATION AND PROGRAM SATISFACTION BY SENIOR COLLEGE UPPER DIVISION AND COMMUNITY COLLEGE

	PROGRAM EXPECTATION						PROGRAM SATISFACTION					
	Exactly What	Similar To	Somewhat Diff.	No Prog.	No Ans.	Total	Very Satisf.	Fairly Satisf.	Dis-satisf.	No Prog.	No Ans.	Total
SENIOR COLLEGES UPPER DIVISION	15.5	50.3	30.8	2.3	1.1	100.0	26.7	55.6	14.9	2.2	0.5	100.0
Baruch	17.6	57.7	21.8	2.8	0.0	100.0	21.8	64.8	10.5	2.8	0.0	100.0
Brooklyn	10.4	48.8	37.8	1.8	1.2	100.0	22.0	54.3	22.0	1.8	0.0	100.0
City	22.8	41.8	33.0	1.3	1.3	100.0	31.0	51.3	16.5	1.3	0.0	100.0
Hunter	11.1	54.0	30.2	4.0	0.8	100.0	24.6	54.8	15.9	4.0	0.8	100.0
Jay	22.8	54.3	19.7	0.6	2.5	100.0	37.0	51.9	8.1	0.6	2.5	100.0
Lehman	16.3	44.4	36.3	1.9	1.3	100.0	26.3	59.4	11.9	1.3	1.3	100.0
Queens	11.2	56.2	27.5	3.4	1.7	100.0	27.5	56.2	12.3	3.4	0.6	100.0
Staten Is.(UD)	25.0	45.7	28.9	0.4	0.0	100.0	31.9	53.4	14.7	0.0	0.0	100.0
York	27.7	37.4	31.6	2.6	0.6	100.0	35.5	51.6	9.7	1.9	1.3	100.0
COMMUNITY COLLEGES	22.0	41.7	27.5	6.6	2.2	100.0	31.4	48.0	13.1	6.2	1.3	100.0
Boro Manh	17.9	45.4	31.0	4.5	1.2	100.0	25.4	54.4	15.6	4.8	0.9	100.0
Bronx	22.8	33.3	35.2	5.1	3.5	100.0	29.8	50.7	13.8	4.6	1.1	100.0
Evers	22.7	43.1	29.5	2.0	2.7	100.0	32.0	49.2	15.2	1.8	1.8	100.0
Hostos	31.5	33.0	25.9	4.2	5.4	100.0	47.3	34.7	10.4	3.4	4.2	100.0
Kingsborough	27.9	37.9	24.6	8.4	1.1	100.0	31.9	46.8	12.9	7.3	1.1	100.0
LaGuardia	29.0	37.7	20.8	11.2	1.4	100.0	39.0	41.8	8.7	10.0	0.5	100.0
New York City	18.2	45.4	31.2	3.3	1.9	100.0	33.7	45.1	16.0	3.8	1.4	100.0
Queensborough	21.6	43.7	22.7	10.2	1.8	100.0	28.7	49.0	12.0	9.4	0.9	100.0
Staten Is.(LD)	19.7	46.7	22.1	8.3	3.3	100.0	31.3	49.5	9.5	7.8	1.9	100.0

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Table 46 : PROGRAM EXPECTATION AND PROGRAM SATISFACTION BY ETHNICITY AND SEX FOR SENIOR COLLEGES UPPER DIVISION (TOTAL) AND COMMUNITY COLLEGES (TOTAL)

	PROGRAM EXPECTATION						PROGRAM SATISFACTION					
	Exactly What	Similar To	Somewhat Different	No Prog	No Ans	Total	Very Satisf	Fairly Satisf	Dis-satisf	No Prog	No Ans	Total
ETHNICITY/SEX												
SENIOR COLLEGES UPPER DIVISION												
Black*	19.9	45.6	29.1	3.7	1.7	100.0	30.6	51.0	14.0	3.3	1.1	100.0
Male	26.5	46.6	22.3	3.4	1.3	100.0	37.7	46.8	13.3	2.2	0.0	100.0
Female	15.1	45.3	33.7	4.0	2.0	100.0	25.7	54.0	14.6	3.9	1.7	100.0
Hispanic*	17.9	35.8	40.9	3.4	2.0	100.0	22.4	61.7	12.7	2.9	0.3	100.0
Male	24.8	39.0	31.0	4.4	0.7	100.0	22.1	62.2	11.8	3.2	0.7	100.0
Female	11.9	33.0	49.4	2.6	3.0	100.0	22.7	61.3	13.4	2.6	0.0	100.0
White*	14.0	54.8	28.5	2.0	0.7	100.0	26.4	56.3	14.8	2.1	0.4	100.0
Male	16.4	53.7	27.7	1.5	0.8	100.0	25.2	58.8	14.2	1.6	0.2	100.0
Female	11.4	55.8	29.5	2.5	0.7	100.0	26.8	54.1	15.9	2.5	0.7	100.0
All Males**	18.9	50.3	28.1	2.0	0.8	100.0	26.8	57.0	14.3	1.8	0.2	100.0
All Females**	12.2	50.3	33.4	2.7	1.5	100.0	26.0	54.6	15.8	2.7	0.8	100.0
COMMUNITY COLLEGES												
Black*	19.7	40.7	35.5	4.3	2.9	100.0	30.8	48.2	16.0	4.0	1.1	100.0
Male	19.2	46.0	27.9	4.2	2.7	100.0	34.8	46.2	14.0	4.3	0.8	100.0
Female	19.9	38.3	34.8	4.4	2.6	100.0	28.3	49.4	17.1	3.9	1.2	100.0
Hispanic*	26.4	37.9	28.5	5.0	2.3	100.0	36.2	46.1	11.1	4.9	1.7	100.0
Male	24.9	38.6	29.6	4.5	2.5	100.0	36.9	47.6	10.2	4.1	1.2	100.0
Female	26.9	37.6	27.9	5.4	2.2	100.0	35.5	44.8	11.9	5.7	2.1	100.0
White*	21.8	44.7	22.4	9.7	1.4	100.0	30.0	48.7	11.5	9.0	1.2	100.0
Male	22.9	46.0	22.0	8.0	1.0	100.0	30.3	49.5	11.9	7.1	1.2	100.0
Female	20.4	43.0	22.9	11.7	1.9	100.0	29.5	47.2	10.8	11.3	1.2	100.0
All Males**	24.4	44.1	25.5	6.2	1.8	100.0	33.1	48.3	12.0	5.6	1.0	100.0
All Females**	21.6	39.8	29.1	7.1	2.5	100.0	29.9	47.8	14.1	6.8	1.5	100.0

*Includes those who did not indicate their sex.
**Includes other ethnic groups, as well.

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Table 47: PROGRAM EXPECTATION AND PROGRAM SATISFACTION BY FAMILY TYPE AND FAMILY INCOME FOR SENIOR COLLEGES UPPER DIVISION (TOTAL) AND COMMUNITY COLLEGES (TOTAL)

FAMILY TYPE/INCOME	PROGRAM EXPECTATION						PROGRAM SATISFACTION					
	Exactly What	Similar To	Somewhat Different	No Prog	No Ans	Total	Very Satisf	Fairly Satisf	Dis-satisf	No Prog	No Ans	Total
SENIOR COLLEGES UPPER DIVISION												
Parental												
$< 8000	11.1	40.0	41.7	4.3	2.8	100.0	25.6	58.1	12.1	4.3	0.0	100.0
8<16000	12.0	59.4	25.8	0.8	2.0	100.0	26.4	58.6	13.5	1.2	0.3	100.0
≥16000	17.0	50.8	30.7	1.4	0.0	100.0	22.6	58.6	17.1	1.4	0.1	100.0
Own												
$< 8000	19.5	42.3	35.8	1.8	0.6	100.0	30.2	47.6	18.8	2.3	1.0	100.0
8<16000	18.6	52.5	24.4	3.5	0.9	100.0	28.4	53.7	14.3	2.6	1.1	100.0
≥16000	15.2	49.4	31.4	3.2	0.9	100.0	29.0	52.4	14.7	2.7	1.2	100.0
COMMUNITY COLLEGES												
Parental												
$< 8000	17.6	39.4	38.2	3.7	1.1	100.0	31.5	48.9	15.8	3.3	0.5	100.0
8<16000	18.2	45.3	27.5	7.8	1.2	100.0	24.3	53.6	13.3	7.9	1.0	100.0
≥16000	21.2	42.6	24.4	9.7	2.1	100.0	28.4	47.6	13.4	9.2	1.5	100.0
Own												
$< 8000	24.9	39.6	28.0	5.7	1.8	100.0	34.7	47.1	12.5	5.2	0.6	100.0
8<16000	24.8	41.8	23.6	8.5	1.4	100.0	35.7	43.4	12.2	7.5	1.3	100.0
≥16000	28.2	44.5	16.6	8.9	1.8	100.0	33.3	46.4	10.5	8.5	1.2	100.0

Table 48 : PROGRAM EXPECTATION AND PROGRAM SATISFACTION BY PROGRAM FOR SENIOR COLLEGES UPPER DIVISION (TOTAL) AND COMMUNITY COLLEGES (TOTAL)

	PROGRAM										
	Biolog Science	Phys Sci. & Math	Social Science	Fine/Appl Arts	Lib Arts	Engi-neering	Computer Science	Business & Accts	Education	Health Services	Public Services
PROGRAM EXPECTATION											
SENIOR COLLEGES UPPER DIVISION											
Exactly What	16.6	15.0	10.9	14.0	14.6	33.2	11.7	21.2	14.7	15.1	23.7
Similar To	48.3	45.4	52.2	51.5	50.8	41.9	67.5	60.3	53.2	38.7	51.1
Somewhat Diff.	31.1	26.8	23.4	22.2	23.0	18.0	14.0	13.8	19.4	26.1	19.2
Very Different	3.9	10.7	10.9	10.7	10.7	4.9	6.8	4.8	12.1	19.6	4.6
No Program	0.0	0.0	0.7	0.0	0.6	0.0	0.0	0.0	0.6	0.5	0.8
No Answer	0.0	2.1	1.8	1.7	0.3	2.1	0.0	0.0	0.0	1.9	0.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
COMMUNITY COLLEGES											
Exactly What					21.5	18.5	26.5	27.5	25.6	20.7	21.1
Similar To					42.7	52.7	41.4	48.5	31.5	39.1	50.2
Somewhat Diff.					21.6	17.8	21.1	17.4	28.0	24.0	16.8
Very Different					9.5	8.0	6.7	5.3	10.2	12.5	6.0
No Program					2.8	1.1	4.3	0.5	4.0	2.1	3.9
No Answer					2.0	1.8	0.0	0.8	0.7	1.6	2.0
Total					100.0	100.0	100.0	100.0	100.0	100.0	100.0
PROGRAM SATISFACTION											
SENIOR COLLEGES UPPER DIVISION											
Very Satisfied	31.2	35.9	22.3	33.8	28.2	32.9	25.8	20.9	28.0	25.5	41.3
Fairly Satisfied	50.4	49.4	59.1	53.5	54.6	54.0	58.8	70.3	54.6	50.4	48.8
Fairly Dissatisfied	16.5	10.2	13.9	8.0	11.8	13.1	1.8	6.8	10.0	18.2	6.2
Very Dissatisfied	1.9	4.5	4.0	4.7	5.0	0.0	13.6	2.0	6.1	5.4	3.0
No Program	0.0	0.0	0.5	0.0	0.0	0.0	0.0	0.0	0.6	0.5	0.8
No Answer	0.0	0.0	0.2	0.0	0.3	0.0	0.0	0.0	0.7	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
COMMUNITY COLLEGES											
Very Satisfied					27.1	39.4	28.0	36.6	39.2	30.3	37.6
Fairly Satisfied					52.7	48.5	56.7	53.2	45.5	53.0	41.4
Fairly Dissatisfied					9.9	8.0	10.6	5.4	3.9	8.7	7.0
Very Dissatisfied					6.9	3.5	2.5	4.0	5.8	5.7	9.7
No Program					2.7	0.6	2.2	0.4	5.2	1.5	4.4
No Answer					0.6	0.0	0.0	0.5	0.5	0.9	0.0
Total					100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 49: PROGRAM SATISFACTION BY PROGRAM EXPECTATION FOR SENIOR COLLEGES UPPER DIVISION (TOTAL) AND COMMUNITY COLLEGES (TOTAL)

	PROGRAM EXPECTATION			
	Exactly What	Similar To	Different From	Very Different
PROGRAM SATISFACTION				
SENIOR COLLEGES UPPER DIVISION				
Very Satisfied	63.2	26.3	11.9	10.3
Fairly Satisfied	33.7	67.0	58.5	36.2
Fairly Dissatisfied	1.9	5.7	25.7	24.8
Very Dissatisfied	1.0	1.1	3.4	27.4
No Program	0.0	0.0	0.5	0.6
No Answer	0.2	0.0	0.1	0.6
Total	100.0	100.0	100.0	100.0
COMMUNITY COLLEGES				
Very Satisfied	64.0	29.5	16.0	11.4
Fairly Satisfied	31.8	62.6	60.2	38.1
Fairly Dissatisfied	1.8	4.9	17.8	18.8
Very Dissatisfied	2.0	2.4	5.4	30.1
No Program	0.0	0.1	0.6	1.6
No Answer	0.4	0.5	0.1	0.0
Total	100.0	100.0	100.0	100.0

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Table 50: Age and Sex by Attendance Status for CUNY and SUNY Senior College (Total) and Community College (Total)

	Senior Colleges						Community Colleges					
	CUNY			SUNY*			CUNY			SUNY*		
	F/Time	P/Time	Total	F/Time	P/Time	Total	F/Time	P/Time	Total	F/Time	P/Time	Total
AGE												
≥35 yrs.	3.9	23.5	11.7	2.1	20.7	6.8	7.1	26.2	14.4	3.6	22.3	12.3
30-34	5.0	13.8	8.6	2.3	14.6	5.4	6.5	14.6	9.6	3.3	14.5	8.5
25-29	9.4	25.2	15.8	7.8	28.7	12.9	11.2	18.1	13.8	6.4	20.8	13.1
20-24	44.6	29.8	38.7	48.2	25.7	42.4	28.1	26.5	27.5	26.1	28.9	27.4
≤19 yrs.	32.7	4.0	21.2	39.3	6.3	31.1	40.7	10.2	29.1	60.1	12.5	38.0
No Answer	4.5	3.6	4.1	0.4	4.1	1.4	6.4	4.4	5.7	0.6	1.1	0.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
SEX												
Males	48.7	41.9	46.1	51.3	44.9	49.8	47.2	41.7	44.7	52.9	46.0	49.7
Females	51.3	58.1	53.9	48.7	55.1	50.2	52.8	58.3	55.3	47.1	54.0	50.3

*"Age Group and Sex of Students, Fall 1976", SUNY Office of Institutional Research and Analytic Studies, July 1977, pp.8 and 24.

Table 51: ETHNICITY FOR CUNY, SUNY AND U.S. STATE UNIVERSITIES AND LAND-GRANT COLLEGES

	CUNY	U.S. State Universities and Land-Grant Colleges*	CUNY Full-time	SUNY** Full-time
ETHNICITY				
Asian	3.4	2.0	3.9	0.7
Black	26.0	6.7	26.9	4.4
Hispanic	13.7	3.6	16.3	1.5
White	55.0	82.7	51.2	82.8
Other	0.4	4.5	0.4	0.4
No Answer	1.5	--	1.3	9.4
Total	100.0	100.0	100.0	100.0

* "Minority Enrollment at State Universities and Land-Grant Colleges, Fall 1976," National Association of State Universities and Land-Grant Colleges, Release, October, 1977.

** "Enrollment by Sex and Racial/Ethnic Category, Fall 1976," SUNY Office of Institutional Research, July 29, 1977.

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Table 52: ETHNICITY FOR CUNY AND U.S. PUBLIC INSTITUTIONS OF HIGHER EDUCATION

	FULL-TIME			PART-TIME			ALL STUDENTS		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
CUNY Fall 1976									
Asian	3.9	3.8	4.1	2.6	2.4	2.9	3.4	3.3	3.6
Black	26.9	32.3	21.1	25.0	27.9	20.8	26.0	30.3	20.8
Hispanic	16.3	16.8	15.7	9.7	10.0	9.1	13.6	13.9	13.3
White	51.2	45.7	57.1	60.5	57.7	64.8	55.0	50.9	60.0
Other	0.4	0.2	0.6	0.5	0.3	0.5	0.4	0.3	0.6
No Ans	1.3	1.1	1.4	1.7	1.6	1.9	1.5	1.3	1.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
U.S. PUBLIC INSTITUTIONS Fall 1974*									
Asian	1.2	1.1	1.2	1.2	1.2	1.3	1.2	1.1	1.2
Black	8.4	9.6	7.4	8.9	9.7	8.1	8.6	9.7	7.7
Hispanic	2.7	2.5	2.9	4.0	3.4	4.5	3.2	2.9	3.5
All Others	87.8	86.9	88.4	85.8	85.7	86.1	87.0	86.4	87.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

* "Enrollment Data from Institutions of Higher Education, Fall 1974 State and Regional Summaries of Public and Private Controlled Institutions for Major Field," Racial and Ethnic Enrollment Data from Institutions of Higher Education, Fall 1974 Office of Civil Rights, U.S. Department of Health, Education and Welfare, November 1976.

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Table 53: Ethnicity and Educational Aspiration by Sex for Freshmen at CUNY, Senior Colleges (Total) and Community Colleges (Total) and for Entering Freshmen at U.S. Public Universities, Four-Year Colleges, and Two-Year Colleges

	Freshmen City University		Freshmen U.S. Public Universities*		Freshmen CUNY Senior Colleges		Freshmen U.S. 4-Year Colleges		Freshmen CUNY Community Colleges		Freshmen U.S. 2-Year Colleges	
	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
ETHNICITY												
Asian	2.3	2.7	1.3	1.3	1.8	3.1	1.1	0.9	2.7	2.4	3.3	2.9
Black	25.2	36.8	4.7	7.1	26.9	30.3	10.6	12.5	24.1	41.2	5.9	7.7
Puerto Rican	12.4	11.2	0.2	0.2	13.5	7.2	0.7	0.6	11.8	13.9	0.6	0.4
Other Hisp.	7.7	7.7	0.3	0.3	8.1	6.8	1.0	0.8	7.4	8.2	2.7	3.1
White	50.5	39.6	92.8	90.6	48.4	51.0	85.5	84.1	51.8	31.9	86.2	84.3
Other	1.9	2.0	1.8	1.4	1.3	1.6	2.9	2.6	2.2	2.4	3.2	3.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
EDUCATIONAL ASPIRATION												
Associate	13.6	20.3	0.7	1.8	4.6	1.9	1.2	2.0	19.4	32.8	14.2	21.6
Baccalaureate	41.8	40.7	34.8	41.9	44.1	44.8	31.4	37.3	40.2	38.0	38.4	36.3
Master's	27.7	25.5	29.4	31.5	33.5	34.0	31.8	35.8	24.0	19.6	24.4	21.8
Doctorate	14.6	10.8	31.8	21.4	16.2	16.8	31.0	20.1	13.6	6.7	13.3	9.8
Other Answers	2.3	2.8	3.2	3.4	1.6	2.5	4.7	4.7	2.8	2.9	9.6	10.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Alexander W. Asten, "National Norms for Selected Characteristics of Entering Freshmen by Sex and Type of Institution, Fall 1976", A Fact Book on Higher Education, American Council on Education.

Table 54. PARENTAL INCOME, PARENTAL EDUCATION, EDUCATIONAL ASPIRATION AND CHILDREN FOR CUNY FRESHMEN AND U. S. ENTERING FRESHMEN

	CUNY Freshmen	U. S. Freshmen*
Parental Income#		
$ < 8000	38.7	15.5
8<20000	46.8	46.6
>20000	14.5	37.9
Parental Education		
Father		
<8th grade	21.2	7.5
Some H. S.	19.4	13.0
H. S. Graduate	30.5	28.5
Some College	10.1	17.6
College Graduate	7.9	18.5
Post-Graduate	4.6	14.9
No Answer	6.3	--
Mother		
<8th grade	18.9	4.9
Some H. S.	20.0	11.2
H. S. Graduate	36.3	42.2
Some College	9.8	20.6
College Graduate	4.8	14.5
Post-Graduate	1.8	6.7
No Answer	8.4	--
Children		
Yes	21.5	2.3
No	76.6	97.7
No Answer	1.9	--

* These data derive from the study "The American Freshmen: National for Fall 1976," directed by Alexander W. Astin and sponsored by the American Council on Education. They were from The Chronicle of Higher Education Deskbook, 1977-78.

The distribution of family income of CUNY freshmen who resided in their parental households are presented. Those who resided in self- or spouse-headed households are excluded for purposes of this comparison.

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APPENDIX A: SAMPLE SURVEY AND ETHNIC CENSUS

Since 1967 -- both for its own informational purposes and for compliance with federal and state requests for information -- the City University of New York has conducted an annual survey, termed the Ethnic Census, during the Fall registration of each college. This entailed placing anonymous questionnaires at registration for students to complete; they were not required to do so.

The overall university-wide response rates have been steadily declining -- from 83.1% of undergraduate students in 1969 to 56% in 1974; the response rates also varied considerably from college to college. There was no way to determine the representativeness of the respondents. Furthermore, the anonymity of the questionnaires made it impossible for the data to be related to the respondents' academic performance. The Ethnic Census was a limited tool in helping to measure CUNY's effectiveness in enhancing educational opportunity.

Because of the limitations of the Ethnic Census, an alternate technique for collecting educational, ethnic, socio-economic, and attitudinal data, entitled the Sample Survey, was designed and implemented. A systematically-drawn random sample of 500* students was selected from Fall 1976 enrollees

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*With a sample size of 500, the maximum standard error would be no greater than 2.44 for any dichotomous attribute at the largest college.

at each of the institutions of CUNY; a variety of techniques (described in Appendix B) was employed to increase the response rate; through the use of social security numbers, the questionnaires were identifiable.* These procedures were intended (a) to allow for a determination of the efficacy of systematic sampling (in contrast to attempting to reach the entire student body) to collect federal- and state-mandated information and (b) to collect relevant educational, ethnic, socio-economic and attitudinal information that can be related to students' college attendance and academic performance, the data for which are contained on centrally-available tapes.

In this Appendix, the Ethnic Census and the Sample Survey will be compared to the universes of which they are a part and to each other.

(1) The Ethnic Census was conducted at the Spring 1977 registration. It consisted of an anonymous, one-page questionnaire (appended) which was made available to all students as part of the registration process.

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*The following statement appeared on the questionnaire: "Although you are not required to supply any of the information requested on this form, you are urged to do so. A full and honest response helps your University comply with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. None of the information with respect to your gender, ethnicity, marital status, parental family, etc. will be used to treat you differentially as a student or a graduate."

(2) The Sample Survey involved drawing random samples of 500 students from among Fall enrollees at each of nineteen institutions and administering a two-page questionnaire to them. At most colleges, students in the sample were asked to complete questionnaires at Spring registration; at some colleges, questionnaires were mailed to the sample along with their Spring registration material or in separate envelopes; at other colleges, students were mailed post-cards requesting that they report to an office at which they could complete the questionnaire. Personal interviews and waves of mailings were used as follow-up techniques. In late Spring, the final follow-up technique was employed: respondents were promised $4.00 if they returned completed questionnaires. The proportion replying was as high as 91.6% at Queens College and as low as 66.8% at Borough of Manhattan Community College, with the CUNY-wide average being 83.4%.*

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*Approximately five percent no longer resided at the home address listed on their college records and about four percent of the respondents reached refused to complete the questionnaire.

The percent of respondents from each institution follows:

Graduate School	89.2
Senior Colleges	
Baruch	83.4
Brooklyn	82.2
City	84.6
Hunter	83.2
Jay	87.8
Lehman	84.8
Queens	91.6
Staten Is. (UD)	78.0
York	84.6
Community Colleges	
Boro Manhattan	66.8
Bronx	73.6
Evers	89.2
Hostos	81.2
Kingsborough	90.2
LaGuardia	87.6
New York City	73.6
Queensborough	89.6
Staten Is (LD)	84.4
CUNY	83.4

Comparisons: Sample Survey vs. Ethnic Census

The data from the returned Ethnic Census questionnaires (71,500 or 37.4% of the universe of Spring 1977* enrollees) and the returned Sample Survey questionnaires (7,922 or 83.4% of the random samples drawn from Fall 1976* enrollees) were processed onto tape. The Sample Survey and the Ethnic Census were then

*Subjects for the Sample Survey were drawn from the Fall 1976 registration records. The Ethnic Census questionnaire was made available at the Spring 1977 registration.

compared with regard to (a) their response rates and (b) the distribution of respondent characteristics. In Table A, the response rate obtained at each college is presented for each of the two techniques of data collection.

(a) At every college the proportion responding to the Sample Survey was substantially higher than that responding to the Ethnic Census.

(b) For the senior colleges, as a whole, the response rate was 84.5% for the Sample Survey vs. 31.6% for the Ethnic Census. For the community colleges, as a whole, the rates were 81.7% to the Sample Survey vs. 46.9% to the Ethnic Census. The University-wide response rate was 83.4% for the Sample Survey vs. 37.4% for the Ethnic Census.

Aggregate statistics are routinely provided every semester by each college to the CUNY Office of the Chancellor. Included are data concerning sex, full-time/part-time status, matriculation status and class level. In Table B, these data are used to compare respondents to the two techniques of data collection.

(a) With few exceptions, the distributions yielded by the Sample Survey and by the Ethnic Census were similar or virtually identical to those to be found in their respective universes.

(b) The few exceptions to this overall pattern may be attributable to the ambiguity of the class status item on the survey questionnaire: though the item referred to the Fall 1976 semester (when the sample was drawn), most of the respondents completed their questionnaires during the Spring 1977 Semester.

In Table C, the results of using both techniques of data collection are compared:

(a) At fifteen of the nineteen colleges, the proportions of students within each ethnic category are similar or virtually identical, regardless of which data collection technique was utilized.

(b) At four colleges (John Jay College, Lehman College, Staten Island Upper Division, and Borough of Manhattan Community College), the two techniques yielded percentage differences greater than five points in one or more ethnic categories.

Utilizing figures obtained from the Sample Survey and the Ethnic Census, ethnic distributions were tabulated by the following characteristics: sex, full-time/part-time status, matriculation status, and class level. In Table D, these tabulations are presented for senior colleges, community colleges, and CUNY colleges, as a whole; the differences that were found between the figures that derived from the two techniques of data collection were slight.

Comparisons: Survey Respondents and Non-Respondents

Students who responded to the Sample Survey were compared with those who did not respond in terms of variables for which data were centrally-available. Differences between respondents and nonrespondents, were found (see Table E):

(a) students from neighborhoods with higher median family incomes were somewhat more likely to respond to the survey than students from lower income areas;*

(b) students from predominantly white neighborhoods were somewhat more likely to respond than students from predominantly minority neighborhoods;*

(c) females were more likely than males to respond;

(d) students with high college admissions averages were more likely to respond than students with low CAAs and those with General Equivalency Diplomas (GED);** and

---

*The family income and ethnicity of individual students are not available centrally. Their residential areas have been characterized by median family income and predominant ethnicity according to the 1970 U.S. Census.

**College admissions average (CAA) is the mean grade obtained in high school academic courses.

(e) there appears to be a slight response bias* in favor of students from highly ranked public high schools** and from private high schools.

* * *

This appendix concerned the comparison of two techniques of data collection: the Ethnic Census, an attempt to include as many enrollees as possible by offering (anonymous) questionnaires at registration, vs. the Sample Survey, an attempt, using a variety of questionnaire-administration techniques, to have a systematically-drawn random sample of enrollees complete (identifiable) questionnaires. The Sample Survey produced a substantially higher rate of response than the Ethnic Census. In general, the two techniques produced similar data.

The major inference to be drawn from this effort is that the use of a systematically-drawn sample of hundreds of students is superior to the attempt to obtain the thousands and tens of thousands in the enrollee universe, provided the colleges (1) employ effective and inexpensive techniques to administer

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*It should be noted that these response biases may be an artifact of attrition: the Sample Survey was conducted in the Spring at many colleges but the sample was drawn from Fall enrollment.

**High school scholastic rank is based on the mean score on the New York State Regents Scholarship Examination obtained by students from each public high school.

the questionnaire to those students included in the sample and (2) follow up on nonrespondents (who, in this effort, were more likely to be males from low-income families and minority groups), so as to reduce response bias to a minimum.

WEIGHTING

The formula for weights, which adjust for the differential response rates and variations in college populations is Ne/Nr, where Ne is the Fall 1976 enrollment in a college (less adult education) and Nr is the number of responses to the Sample Survey or the Ethnic Census. Proportions reported on an aggregate level (senior college, community college, and CUNY colleges, as a whole) require use of the Ne/Nr weight for each individual college.

The following weights were used for each college:

	Sample Survey	Ethnic Census
Graduate School	5.701	2.069
SENIOR COLLEGES		
Baruch	34.769	2.421
Brooklyn	59.459	2.907
City	39.309	2.957
Hunter	45.709	10.850
Jay	16.466	3.836
Lehman	26.926	5.463
Queens	49.434	1.546
Richmond	6.694	2.773
York	10.808	5.005
COMMUNITY COLLEGES		
Borough of Manhattan	27.179	1.279
Bronx	29.663	21.588
Evers	6.911	1.462
Hostos	5.736	1.976
Kingsborough	19.458	1.454
LaGuardia	19.696	1.620
New York City	36.690	2.821
Queensborough	28.966	1.643
Staten Island	22.753	1.989

STUDENT CENSUS 1976—1977

DO NOT ENTER YOUR NAME on this form; the source of data will remain anonymous. This information is being gathered to comply with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. When you cooperate by completing this form, you are helping the City University of New York expand education opportunity for all persons, regardless of their sex, ethnicity, or nationality.

1. Sex

(Mark One)

Male ..... [ ] 1
Female ..... [ ] 2

2. Which of the following ethnic categories best describes you?

(Mark One)

American Indian or Alaskan Native ..... [ ] 1
Asian or Pacific Islander ..... [ ] 2
Black Non-Hispanic ..... [ ] 3
Hispanic ..... [ ] 4
White Non-Hispanic ..... [ ] 5

3. What is your legal status in this country?

(Mark One)

United States citizen ..... [ ] 1
Resident alien, admitted for **permanent** residence ..... [ ] 2
Non-resident alien ..... [ ] 3

4. What is your current status in this college?

(Mark One)

Matriculated first-time freshman ..... [ ] 1
Matriculated other freshman ..... [ ] 2
Matriculated sophomore ..... [ ] 3
Non-Matriculated ..... [ ] 8

5. How many credits are you enrolling for at this registration?

(Mark One)

12 or more credits ..... [ ] 1
11 or less credits ..... [ ] 2

6. In which field of study are you enrolled?

(Mark One)

Architecture ..... [ ] 1
Business and Mangement ..... [ ] 4
Engineering ..... [ ] 5
Liberal Arts and Sciences ..... [ ] 8
Other ..... [ ] 7

STUDENT CENSUS 1976—1977

DO NOT ENTER YOUR NAME on this form; the source of the data will remain anonymous. This information is being gathered to comply with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. When you cooperate by completing this form, you are helping the City University of New York expand educational opportunity for all persons, regardless of their sex, ethnicity, or nationality.

1. Sex **(Mark One)**

Male ..... [ ] 1
Female ..... [ ] 2

2. Which of the following ethnic categories best describes you? (Mark One)

American Indian or Alaskan Native ..... [ ] 1
Asian or Pacific Islander ..... [ ] 2
Black Non-Hispanic ..... [ ] 3
Hispanic ..... [ ] 4
White Non-Hispanic ..... [ ] 5

3. What is your legal status in this country? **(Mark One)**

United States citizen ..... [ ] 1
Resident alien, admitted for **permanent** residence ..... [ ] 2
Non-resident alien ..... [ ] 3

4. What is your current status in this college? **(Mark One)**

IF MATRICULATED →

First-time freshman ..... [ ] 1
Other freshman ..... [ ] 2
Sophomore ..... [ ] 3
Junior ..... [ ] 4
Senior ..... [ ] 5
Graduate student, first year ..... [ ] 6
Graduate student, beyond first year ..... [ ] 7

IF NON-MATRICULATED →

Non-matriculated, undergraduate level ..... [ ] 8
Non-matriculated, graduate level ..... [ ] 9

5. How many credits are you enrolling for at this registration? **(Mark One)**

12 or more credits ..... [ ] 1
11 or less credits ..... [ ] 2

6. In which major field of study are you enrolled? **(Mark One)**

Architecture ..... [ ] 1
Biological Sciences ..... [ ] 2
Bio-Medical Education ..... [ ] 3
Business and Management ..... [ ] 4
Engineering ..... [ ] 5
Physical Sciences ..... [ ] 6
Other ..... [ ] 7

NEW YORK CITY COMMUNITY COLLEGE 13 1-2

SURVEY OF A SAMPLE OF STUDENTS

Please DO NOT REMOVE THIS LABEL - it will be used for verification purposes only

3-11

You have been selected to be included in a sample which is representative of all students who were enrolled at New York City Community College last September. Your responses to these questions will enable CUNY to provide statistics to the U.S. government describing the student body. All of the information will be used as summary statistics; none of it will be used to describe any particular student. Although you are not required to respond, your cooperation is important and appreciated

1. What is your date of birth?
Example: March 9, 1955

	Month	Day	Year
03 09 55			

12-17

2. Sex

Male [ ] 1
Female [ ] 2 18

3. What is your current status in college:

If still a student at New York City C.C.

(Mark One)

Matriculated Freshman [ ] 1
Matriculated Sophomore [ ] 2
Non-Matriculated [ ] 7 19

If no longer at New York City C.C.

Enrolled at another CUNY college [ ] 1
Enrolled at a college not in CUNY [ ] 2
Graduated and not attending college now [ ] 3
Not attending college now [ ] 4 20

4. Which of the following ethnic categories best describes you? (Mark One)

Puerto Rican [ ] 6
Other Hispanic [ ] 7
Black (Non-Hispanic) [ ] 3
White (Non-Hispanic) [ ] 5
American Indian [ ] 1
Asian or Pacific Islander [ ] 2 21

5. In which degree program (or major) are you enrolled? (Mark One)

Commerce Division
- Accountancy [ ] 5002
- Art & Ad. Design: Graphic Arts & Ad. Tech [ ] 5012
- Data Processing [ ] 5101
- Hotel & Restaurant Management [ ] 5010
- Lithographic Offset Tech [ ] 5009
- Marketing [ ] 5004
- Secretarial Science [ ] 5005

Liberal Arts and Sciences Division
- Child Care-Early Childhood Ed & Ed. Assoc [ ] 5503
- Community Service Assistant [ ] 5506
- Other Liberal Arts and Sciences Programs [ ] 4901

Allied Health and Natural Sciences Division
- Natural Sciences Programs [ ] 4901
- Nursing [ ] 5208
- Other Allied Health Programs [ ] 5201

Technology Division
- Environmental Control Technology [ ] 5408
- Fire Protection Technology [ ] 5507
- Industrial Arts Education [ ] 5839
- Other Technology Programs [ ] 5301
- Not in a degree program (or major) [ ] 22-

6. What is your degree program (or major) like compared to what you expected when you first enrolled in it?

(Mark One)

Exactly what I expected [ ] 1
Similar to what I expected [ ] 2
Somewhat different from what I expected [ ] 3
Very different from what I expected [ ] 4
Not enrolled in a program [ ] 5 26

7. Are you satisfied or dissatisfied with the program (or major) in which you are enrolled?

(Mark One)

Very satisfied [ ] 1
Fairly satisfied [ ] 2
Fairly dissatisfied [ ] 3
Very dissatisfied [ ] 4
Not enrolled in a program [ ] 5 27

8. What is the highest degree that you realistically expect to obtain? (Mark One)

Associate degree [ ] 1
Bachelor's degree [ ] 2
Master's degree [ ] 3
Doctoral (or professional) degree (e.g. JD, MD, PhD, etc.) [ ] 4 28

9. Are you currently employed? (Mark One)

No [ ] 1
No, but I am looking for a job [ ] 2
Yes, I work less than 20 hours per week [ ] 3
Yes, I work 20 to 34 hours per week [ ] 4
Yes, I work 35 or more hours per week [ ] 5 29

OVER

10. What language is spoken in your home?

(Mark One)

Only English [ ] 1
Both English and another language [ ] 2
Primarily another language [ ] 3 30

11. What is your best estimate of your immediate family's total yearly income *before* taxes?

(Mark One)

Less than $4,000 [ ] 1
$4,000-$7,999 [ ] 2
$8,000-11,999 [ ] 3
12,000-15,999 [ ] 4
16,000-19,999 [ ] 5
20,000-23,999 [ ] 6
24,000 or more [ ] 7 31

12. In the answer you checked above (in Question 11), which family were you referring to?

(Mark One)

The family in which one of my parents is head of household [ ] 1
The family in which I or my spouse is head of household [ ] 2 32

13. Do you have any children?

(Mark One)

No [ ] 1
Yes, but they do not live with me [ ] 2
Yes, and they live with me [ ] 3 33

14. How much formal education did your parents obtain? Indicate the highest level only.

(Mark One For Each Parent)

	Father	Mother
8th grade or less	[ ] 1	[ ] 1
Some high school	[ ] 2	[ ] 2
High school graduate	[ ] 3	[ ] 3
Some college	[ ] 4	[ ] 4
College graduate	[ ] 5	[ ] 5
Post-graduate or professional degree (e.g. MA, PhD, MD, etc.)	[ ] 6	[ ] 6
Do not know	[ ] 7 34	[ ] 7 35

15. Which of the following comes closest to your most important reason for going to college?

(Mark One)

To obtain specialized occupational training [ ] 1
To develop my intellectual abilities [ ] 2
To prepare for a profession [ ] 3
Personal growth and social development [ ] 4
To qualify for a higher-level position [ ] 5
Did not know what else to do [ ] 6
Other [ ] 7 36

16. When you first entered college how did you feel about doing college-level work?

(Mark One)

Very confident [ ] 1
Fairly confident [ ] 2
Fairly unsure [ ] 3
Very unsure [ ] 4 37

17. To what extent have you used counseling services at New York City C.C. during the fall?

(Mark One)

Frequently [ ] 1
Occasionally [ ] 2
Hardly ever [ ] 3
Never [ ] 4 38

18. To what extent have you used tutoring services at New York City C.C. during the fall?

(Mark One)

Frequently [ ] 1
Occasionally [ ] 2
Hardly ever [ ] 3
Never [ ] 4 39

Thank you for your cooperation.

Although you are not required to supply any of the information requested on this form, you are urged to do so. A full and honest response helps your University comply with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. None of the information with respect to your sex, ethnicity, marital status, parental family, or your failure to respond will be used to treat you differentially as a student or former student.

QUEENS COLLEGE 06 1-2

SURVEY OF A SAMPLE OF STUDENTS

Please DO NOT REMOVE THIS LABEL - it will be used for verification purposes only

3-11

You have been selected to be included in a sample which is representative of all students who were enrolled at Queens College last September. Your responses to these questions will enable CUNY to provide statistics to the U.S. government describing the student body. All of the information will be used as summary statistics; none of it will be used to describe any particular student. Although you are not required to respond, your cooperation is important and appreciated.

1. What is your date of birth?
Example: March 9, 1955

	Month	Day	Year
0 3 0 9 5 5			

12-17

2. Sex

Male [ ] *1*
Female [ ] *2* *18*

3. What is your current status in college: **(Mark One)**

If still a student at Queens

Matriculated Freshman [ ] *1*
Matriculated Sophomore [ ] *2*
Matriculated Junior [ ] *3*
Matriculated Senior [ ] *4*
Matriculated graduate student, first year [ ] *5*
Matriculated graduate student, beyond first year [ ] *6*
Non-Matriculated, undergraduate level [ ] *7*
Non-Matriculated, graduate level [ ] *8* *19*

If no longer at Queens

Enrolled at another CUNY college [ ] *1*
Enrolled at a college not in CUNY [ ] *2*
Graduated and not attending college now [ ] *3*
Not attending college now [ ] *4* *20*

4. Which of the following ethnic categories best describes you? **(Mark One)**

Puerto Rican [ ] *6*
Other Hispanic [ ] *7*
Black (Non-Hispanic) [ ] *3*
White (Non-Hispanic) [ ] *5*
American Indian [ ] *1*
Asian or Pacific Islander [ ] *2* *21*

5. In which degree program (or major) are you enrolled? **(Mark One)**

Accounting and Information Systems [ ] *0502*
Art, Dance, Music, Drama & Theatre [ ] *1000*
Biology [ ] *0401*
Communication: Arts & Media [ ] *0601*
Communication: Speech & Hearing Science [ ] *1220*
Computer Science [ ] *0701*
Education (incl. Elem. & Early Childhood, Ed. Services, Health & Phys. Ed., and Secondary) [ ] *0800*
Home Economics [ ] *1301*
Humanities [ ] *4999*
Library Science [ ] *1601*
Physical Sciences and Mathematics [ ] *1800*
Social Sciences [ ] *2999*
Not in a degree program (or major) [ ] *0000*

22-25

6. What is your degree program (or major) like compared to what you expected when you first enrolled in it? **(Mark One)**

Exactly what I expected [ ] *1*
Similar to what I expected [ ] *2*
Somewhat different from what I expected [ ] *3*
Very different from what I expected [ ] *4*
Not enrolled in a program [ ] *5* *26*

7. Are you satisfied or dissatisfied with the program (or major) in which you are enrolled? **(Mark One)**

Very satisfied [ ] *1*
Fairly satisfied [ ] *2*
Fairly dissatisfied [ ] *3*
Very dissatisfied [ ] *4*
Not enrolled in a program [ ] *5* *27*

8. What is the highest degree that you realistically expect to obtain? (Mark One)

Associate degree [ ] *1*
Bachelor's degree [ ] *2*
Master's degree [ ] *3*
Doctoral (or professional) degree (e.g. JD, MD, PhD, etc.) [ ] *4* *28*

9. Are you currently employed? **(Mark One)**

No [ ] *1*
No, but I am looking for a job [ ] *2*
Yes, I work less than 20 hours per week [ ] *3*
Yes, I work 20 to 34 hours per week [ ] *4*
Yes, I work 35 or more hours per week [ ] *5* *29*

OVER

10. What language is spoken in your home? **(Mark One)**

Only English ..... [ ] *1*
Both English and another language ..... [ ] *2*
Primarily another language ..... [ ] *3 30*

11. What is your best estimate of your immediate family's total yearly income before taxes? **(Mark One)**

Less than $4,000 ..... [ ] *1*
$4,000-$7,999 ..... [ ] *2*
$8,000-11,999 ..... [ ] *3*
12,000-15,999 ..... [ ] *4*
16,000-19,999 ..... [ ] *5*
20,000-23,999 ..... [ ] *6*
24,000 or more ..... [ ] *7 31*

12. In the answer you checked above (in Question 11), which family were you referring to? **(Mark One)**

The family in which one of my parents is head of household ..... [ ] *1*
The family in which I or my spouse is head of household ..... [ ] *2 32*

13. Do you have any children? **(Mark One)**

No ..... [ ] *1*
Yes, but they do not live with me ..... [ ] *2*
Yes, and they live with me ..... [ ] *3 33*

14. How much formal education did your parents obtain?
Indicate the highest level only. **(Mark One For Each Parent)**

	Father	Mother
8th grade or less	[ ] *1*	[ ] *1*
Some high school	[ ] *2*	[ ] *2*
High school graduate	[ ] *3*	[ ] *3*
Some college	[ ] *4*	[ ] *4*
College graduate	[ ] *5*	[ ] *5*
Post-graduate or professional degree (e.g. MA, PhD, MD, etc.)	[ ] *6*	[ ] *6*
Do not know	[ ] *7 34*	[ ] *7 35*

15. Which of the following comes closest to your most important reason for going to college? **(Mark One)**

To obtain specialized occupational training ..... [ ] *1*
To develop my intellectual abilities ..... [ ] *2*
To prepare for a profession ..... [ ] *3*
Personal growth and social development ..... [ ] *4*
To qualify for a higher-level position ..... [ ] *5*
Did not know what else to do ..... [ ] *6*
Other ..... [ ] *7 36*

16. When you first entered college how did you feel about doing college-level work? **(Mark One)**

Very confident ..... [ ] *1*
Fairly confident ..... [ ] *2*
Fairly unsure ..... [ ] *3*
Very unsure ..... [ ] *4 37*

17. To what extent have you used counseling services at Queens during the fall? **(Mark One)**

Frequently ..... [ ] *1*
Occasionally ..... [ ] *2*
Hardly ever ..... [ ] *3*
Never ..... [ ] *4 38*

18. To what extent have you used tutoring services at Queens during the fall? **(Mark One)**

Frequently ..... [ ] *1*
Occasionally ..... [ ] *2*
Hardly ever ..... [ ] *3*
Never ..... [ ] *4 39*

Thank you for your cooperation.

Although you are not required to supply any of the information requested on this form, you are urged to do so. A full and honest response helps your University comply with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. None of the information with respect to your sex, ethnicity, marital status, parental family, or your failure to respond will be used to treat you differentially as a student or former student.

APPENDIX B: DATA COLLECTION AT THE COLLEGES

The following is a summary of the data-collection efforts utilized at each of the colleges of CUNY. Usually, many attempts were made so as to obtain as many completed questionnaires as possible from the 500 students in the study sample. Follow-up techniques involved respondents who submitted incomplete questionnaires, as well as the surveying of persons who did not reply to previous data gathering efforts.

Graduate School and University Center

Questionnaires were included in the registration materials that were mailed to the 500 students in the study sample; 224 (49%) returned them. An OPPR mailing to the 256 non-respondents gained 91 more. Two interviewers, supervised by the Office of the Dean for Administrative Affairs, brought in 73 more. A subsequent mailing by OPPR gained 15 and a final mailing, offering a $4.00 bonus, gained 14 more. Of 500 students, 446 (89.2%) submitted completed questionnaires.

SENIOR COLLEGES

Baruch

Questionnaires were included with the registration materials mailed to the 500 students in the sample, with the request that they return the completed questionnaire at the Spring 1977 registration; 137 (27%) did so. OPPR then mailed questionnaires to the 363 non-respondents; 125 of them mailed them back. This was followed by interviews, conducted under the supervision of the Registrar's office; 117 more were obtained. Another OPPR mailing gained 10 returned questionnaires. The final mailing offered a $4.00 bonus; it gained 33 more. Of the 500 students, 417 (83.4%) submitted completed questionnaires.

Brooklyn

Students in the study sample were asked at the Spring 1977 registration to complete the questionnaire; of 500 students, 97 (10%) did so. OPPR then mailed questionnaires to the 403 non-respondents; 129 of them mailed them back. Four interviewers, supervised by the Office of Testing and Research, attempted to interview the remainder; 137 more were obtained. Another mailing by OPPR gained 16. The final mailing offered

a $4.00 bonus; it gained 23 more. Of the 500 students, 411 (82.2%) submitted completed questionnaires.

City

Students in the study sample were asked at the Spring 1977 registration to go to another room to complete the questionnaire. Of 500 students, 125 (25%) did so. OPPR then mailed questionnaires to the 375 non-respondents; 162 mailed them back. Six interviewers, supervised by the Office of Testing and Research, obtained 80 more. Another mailing by OPPR gained 28. The final mailing offered a $4.00 bonus; it gained 26 more. Of 500 students, 423 (84.6%) submitted completed questionnaires.

Hunter

Questionnaires were mailed by Hunter College, with return envelopes to OPPR, to the 500 students in the study sample; 200 (40%) returned them. Under the supervision of the Registrar's, office, 185 of the 300 non-respondents were interviewed. OPPR then conducted a mailing which gained 21 more. The final mailing offered a $4.00 bonus; it gained 16 more. Of the 500 students, 416 (83.2%) submitted completed questionnaires.

Jay

Questionnaires were included among the Spring 1977 registration materials given to the 500 students in the study sample; 300 (60%) returned them. An OPPR mailing to the 200 non-respondents gained 50 questionnaires. An interviewer, under the supervision of the Director of Counseling, obtained 23 more. Another OPPR mailing gained 27 and a final mailing, offering a $4.00 bonus, gained 40 more. Of 500 students, 439 (87.8%) submitted completed questionnaires.

Lehman

Graduate students in the sample were sent questionnaires by the Registrar's office, with the request that they be completed and returned to the College. Undergraduates were sent a postcard requesting that they report to the Registrar's office during the week of registration to complete a form. Of the original 500 questionnaires, 225 (45%) were completed in this manner. Six student interviewers, under the supervision of the Dean of Students, obtained 123 of the remaining 275. A mailing by OPPR gained 54. A final mailing, offering a $4.00 bonus, brought in 23 more. Of 500 students, 424 (84.8%) completed questionnaires.

Queens

Questionnaires were mailed by Queens College, with return envelopes to OPPR, to the 500 students in the study sample; 200 (40%) returned them. Three interviewers, under the supervision of the Director of Peer Counseling, obtained 200 more. A subsequent mailing by OPPR gained 45 and a final mailing, offering a $4.00 bonus, brought in another 13. Of the 500 students, 458 (91.6%) returned completed questionnaires.

Staten Island (Upper Division)

The Registrar's office mailed questionnaires to 500 students in the study sample who were asked to return them to the College; 100 (20%) did so. OPPR mailed questionnaires to the 400 non-respondents, of which 60 were returned. Interviews were not conducted. However, the Registrar's office mailed a postcard requesting that the 340 non-respondents come in to complete a form; 121 did so. A subsequent mailing by OPPR gained 171 and a final mailing, offering a $4.00 bonus, brought in 57 more. Of the 500 students, 390 (78.0%) returned completed questionnaires.

York

Students in the study sample were given questionnaires at the Spring 1977 registration; of the 500, 225 (45%) returned them. OPPR then mailed questionnaires to the 275 non-respondents; 50 of them responded. Three interviewers, supervised by the Registrar's office, obtained 90 more. A subsequent mailing by OPPR gained 23 and a final mailing, offering a $4.00 bonus, brought in 34 more. Of 500 students, 423 (84.6%) submitted completed questionnaires.

COMMUNITY COLLEGES

Borough of Manhattan

The College mailed questionnaires, with a return envelope to OPPR, to the 500 students in the study sample; 160 (32%) returned them. Five student interviewers, supervised by the Registrar's office, obtained 63 more. OPPR sent a mailing which gained 44; finally, a mailing offering a $4.00 bonus brought in 51 more. Of 500 students, 334 (66.8%) submitted completed questionnaires.

Bronx

Questionnaires were given to the 500 students in the study sample at the Spring 1977 registration; 200 were returned. OPPR sent a mailing to the 300 non-respondents; 50 were returned. Student interviewers, supervised by the Office of Institutional Research, obtained 7 more. Another OPPR mailing gained 50 and a final mailing, offering a $4.00 bonus, gained 55 more. Of 500 students, 368 (73.6%) submitted completed questionnaires.

Evers

Questionnaires were given to the 500 students in the study sample at the Spring 1977 registration; 251 (50%) were returned. An OPPR mailing to the 249 non-respondents gained 48. Two interviewers, supervised by the Registrar's office, completed 110 more. A subsequent mailing by OPPR gained 24 and a final mailing, offering a $4.00 bonus, gained 7 more. Of 500 students, 446 (89.2%) submitted completed questionnaires.

Hostos

Questionnaires were included in the registration materials given during the Spring 1977 registration to the 500 students in the study sample; 300 (60%) were returned. A mailing by OPPR to the 200 non-respondents gained 5. Two interviewers, supervised by the Dean of Students, obtained 63 more. A subsequent mailing by OPPR gained 10 and a final mailing, offering a $4.00 bonus, gained 21 more. Of 500 students, 406 (81.2%) submitted completed questionnaires.

Kingsborough

The 500 students in the study sample were given questionnaires, with their registration materials, at Spring 1977 registration; 275 (55%) returned them. A mailing by OPPR to the 225 non-respondents gained 86. Two interviewers, supervised by the Dean of Students, obtained 50. Another OPPR mailing gained 25 more and a final mailing, offering a $4.00 bonus, gained 22. Of 500 students, 451 (90.2%) submitted completed questionnaires.

LaGuardia

At its quarterly registration, the 500 students in the study sample were given questionnaires; 310 (62%) returned them. An

OPPR mailing to the 190 non-respondents gained 25. Two interviewers, supervised by the Office of Institutional Research, obtained 97. Another OPPR mailing gained 5 and a final mailing, offering a $4.00 bonus, gained 11. Of 500 students, 438 (87.6) submitted completed questionnaires.

New York City

The Registrar's office sent questionnaires to the 500 students in the study sample, asking that they be returned at the Spring 1977 registration; 30 (6%) did so. OPPR sent a mailing to the 470 non-respondents; 170 returned questionnaires. Six interviewers, supervised by the Office of Institutional Research, obtained 116 more. An OPPR mailing, offering a $4.00 bonus, gained 46. Of 500 students, 368 (73.6%) submitted completed questionnaires.

Queensborough

The College mailed questionnaires, with a return envelope to OPPR, to the 500 students on the study sample; 150 (30%) returned them. Four interviewers, supervised by the Office of Institutional Research, obtained 251 from the 350 non-respondents. A mailing by OPPR gained 33 and a final mailing, offering a $4.00 bonus, gained 16 more. Of 500 students, 448 (89.6%) submitted completed questionnaires.

Staten Island (Lower Division)

The 500 students in the study sample were given questionnaires, with their registration materials, at the Spring 1977 registration; 300 (60%) returned them. An OPPR mailing to the 200 non-respondents gained 50. Four interviewers, supervised by the Registrar's office, obtained 10. Another OPPR mailing gained 24 and a final mailing, offering a $4.00 bonus, gained 38 more. Of 500 students, 422 (84.4%) submitted completed questionnaires.

Table A: COMPARISON OF RESPONSE RATES FROM SAMPLE SURVEY AND ETHNIC CENSUS

	SAMPLE SURVEY				ETHNIC CENSUS		
	Total Fall Enrollment	Sample Size	Number Responding	Percent Responding	Total Spring Enrollment	Number Responding	Percent Responding
Baruch	14,499	500	417	83.4	14,440	4,967	34.4
Brooklyn	24,438	500	411	82.2	22,320	5,818	26.1
City	16,628	500	423	84.6	15,598	6,441	41.3
Hunter	19,015	500	416	83.2	17,933	6,063	33.8
Jay	7,229	500	439	87.8	6,933	4,279	61.7
Lehman	11,417	500	424	84.8	10,796	995	9.2
Queens	22,641	500	458	91.6	21,170	3,875	18.3
Staten Is. (UD)	2,611	500	390	78.0	2,398	1,159	48.3
York	4,572	500	423	84.6	4,351	2,992	68.8
SENIOR COLLEGES	123,050	4,500	3,801	84.5	115,939	36,589	31.6
Boro Manhattan	9,078	500	334	66.8	9,024	418	4.6
Bronx	10,916	500	368	73.6	9,998	3,605	36.1
Evers	3,041	500	440	88.0	2,923	1,469	50.3
Hostos	2,329	500	406	81.2	2,562	1,296	50.6
Kingsborough	8,776	500	451	90.2	8,415	6,576	78.1
LaGuardia	4,540	500	438	87.6	4,189	2,549	60.9
New York City	13,502	500	368	73.6	13,833	9,457	68.4
Queensborough	12,977	500	448	89.6	11,982	2,394	20.0
Staten Is. (LD)	9,602	500	422	84.4	9,701	6,274	64.7
COMMUNITY COLLEGES	74,761	4,500	3,675	81.7	72,627	34,038	46.9
Graduate School	2,543	500	446	89.2	2,463	873	35.4
CUNY COLLEGES	200,354	9,500	7,922	83.4	191,029	71,500	37.4

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Table B: PERCENT DISTRIBUTIONS OF KNOWN STUDENT CHARACTERISTICS BY COLLEGE LEVEL: COMPARISON AMONG DATA SOURCES

	CUNY COLLEGES				SENIOR COLLEGES				COMMUNITY COLLEGES			
	Survey Pct.	Total Fall Enrollment Pct.	Census Pct.	Total Spring Enrollment Pct.	Survey Pct.	Total Fall Enrollment Pct.	Census Pct.	Total Spring Enrollment Pct.	Survey Pct.	Total Fall Enrollment Pct.	Census Pct.	Total Spring Enrollment Pct.
SEX												
Male	45.7	46.3	45.0	46.5	46.1	46.4	45.3	46.5	44.7	46.2	44.5	46.8
Female	54.3	53.7	55.0	53.5	53.9	53.6	54.7	53.5	55.3	53.8	55.5	53.2
STATUS												
Full-Time	61.9	60.9	59.8	61.3	61.5	60.8	58.2	62.0	62.2	61.2	63.5	60.4
Part-time	38.1	39.1	40.2	38.7	38.5	39.2	41.8	38.0	37.8	38.8	36.5	39.6
MATRICULATION STATUS												
Matriculated	88.3	84.8	86.6	86.7	87.9	86.0	86.5	85.7	88.5	82.7	86.4	88.5
Non-Matriculated	11.7	15.2	13.4	13.3	12.1	14.0	13.5	14.3	11.5	17.3	13.6	11.5
CLASS LEVEL												
Matriculated												
Freshman	26.1	34.1	28.2	33.4	16.1	22.1	14.4	19.4	42.8	54.2	51.3	56.1
Sophomore	26.0	21.2	23.4	23.0	18.7	17.0	16.8	17.5	43.7	28.1	34.9	32.0
Junior	13.0	12.1	12.1	12.6	20.8	19.1	19.8	20.0	1.9*	0.4*	0.3*	0.4*
Senior	12.7	9.3	12.3	10.2	20.4	14.8	20.1	16.2	-	-	-	-
Graduate	8.6	8.1	10.7	7.6	12.0	13.1	15.4	12.6	-	-	-	-
Nonmatriculated												
Undergraduate	10.5	14.0	11.9	12.1	10.1	12.0	11.1	12.4	11.5	17.3	13.6	11.5
Graduate	1.2	1.2	1.4	1.2	2.0	1.9	2.3	1.9	-	-	-	-
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Medgar Evers College students in 4-year programs (Juniors and Seniors).

Table C: ETHNIC DISTRIBUTIONS BY COLLEGE AND COLLEGE LEVEL: COMPARISON OF SAMPLE SURVEY AND ETHNIC CENSUS

	SAMPLE SURVEY						ETHNIC CENSUS					
	Black	American Indian	Asian	Hispanic	White	Total	Black	American Indian	Asian	Hispanic	White	Total
Baruch	19.4	0.2	7.7	9.2	63.4	100.0	18.7	0.6	7.3	10.0	63.3	100.0
Brooklyn	16.7	0.0	2.9	6.4	74.0	100.0	17.3	1.2	2.8	6.5	72.2	100.0
City	33.9	0.2	6.7	23.1	36.1	100.0	33.5	1.2	9.7	20.5	35.1	100.0
Hunter	20.6	0.2	2.2	10.6	66.3	100.0	18.6	0.5	5.1	12.0	63.8	100.0
Jay	22.0	0.7	1.2	15.5	60.6	100.0	27.6	1.6	1.6	16.2	53.0	100.0
Lehman	19.9	0.2	2.4	18.7	58.9	100.0	12.8	0.6	2.2	13.0	71.4	100.0
Queens	11.9	1.1	3.3	4.9	78.8	100.0	9.7	1.0	3.3	6.0	80.0	100.0
Richmond	13.3	0.8	2.3	6.5	77.1	100.0	17.0	1.2	2.7	8.0	71.2	100.0
York	49.4	0.7	3.9	10.0	36.0	100.0	51.7	1.6	2.9	10.6	33.2	100.0
SENIOR COLLEGES*	20.8	0.4	3.8	11.1	63.8	100.0	19.9	1.0	4.6	10.9	63.5	100.0
Boro. of Manhattan	55.2	0.0	5.2	24.8	14.8	100.0	49.5	1.7	3.9	26.8	18.0	100.0
Bronx	51.3	0.6	2.2	29.6	16.2	100.0	50.4	1.3	2.7	32.0	13.6	100.0
Evers	81.4	0.9	1.4	11.7	4.6	100.0	84.6	1.5	1.8	10.0	2.1	100.0
Hostos	23.6	0.2	0.5	72.4	3.2	100.0	23.3	1.2	0.6	72.3	2.6	100.0
Kingsborough	17.4	0.2	1.6	7.8	73.1	100.0	18.0	2.0	1.6	8.2	70.2	100.0
La Guardia	29.4	0.9	3.4	26.5	39.8	100.0	31.8	3.9	1.9	22.5	39.8	100.0
New York City	48.1	0.5	3.8	18.0	29.5	100.0	47.8	1.4	5.7	17.6	27.6	100.0
Queensborough	21.6	0.7	2.3	8.9	66.6	100.0	19.1	1.1	3.6	8.7	67.5	100.0
Staten Island	13.6	0.5	2.2	8.7	75.1	100.0	14.7	1.6	1.5	6.8	75.5	100.0
COMMUNITY COLLEGES*	35.9	0.5	2.8	18.9	41.9	100.0	35.4	1.6	3.1	18.6	41.2	100.0
Graduate School	5.2	0.0	6.6	6.8	81.4	100.0	4.4	0.6	6.2	5.5	83.4	100.0
CUNY COLLEGES*	26.4	0.4	3.5	14.1	55.6	100.0	25.6	1.2	4.1	13.8	55.3	100.0

*Percentages based on N's weighted by the relative size of college enrollment and response rate.

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Table D: ETHNIC DISTRIBUTIONS BY KNOWN STUDENT CHARACTERISTICS: COMPARISON OF SAMPLE SURVEY AND ETHNIC CENSUS

	SAMPLE SURVEY						ETHNIC CENSUS					
SENIOR COLLEGES*	Black	American Indian	Asian	Hispanic	White	Total	Black	American Indian	Asian	Hispanic	White	Total
Sex												
Male	17.9	0.5	3.8	11.1	66.7	100.0	17.5	1.1	5.4	11.6	64.4	100.0
Female	23.3	0.2	4.0	11.2	61.3	100.0	21.8	0.9	4.0	10.4	63.0	100.0
Status												
Full-time	22.1	0.4	4.4	13.3	59.7	100.0	21.6	1.0	5.6	12.2	59.6	100.0
Part-time	19.1	0.4	2.9	8.0	69.5	100.0	17.2	0.9	3.2	9.1	69.6	100.0
Matriculation Status												
Matriculated	21.1	0.4	3.7	12.0	62.8	100.0	19.3	0.9	4.5	10.9	64.3	100.0
Non-matriculated	27.2	0.3	4.6	7.5	60.4	100.0	23.0	1.2	5.2	10.5	60.1	100.0
Class Level												
Matric: Freshman	29.0	0.6	2.5	17.4	50.5	100.0	30.6	1.0	5.7	16.3	46.4	100.0
Sophomore	24.9	0.3	4.7	13.7	56.4	100.0	22.6	0.9	6.1	13.0	57.5	100.0
Junior	22.2	0.5	4.3	10.2	62.8	100.0	20.2	0.8	4.6	11.2	63.1	100.0
Senior	17.1	0.2	4.0	10.9	67.7	100.0	15.6	0.8	3.7	8.8	71.1	100.0
Graduate Student	9.1	0.3	2.4	7.0	81.2	100.0	8.8	1.3	2.7	6.2	81.0	100.0
Nonmatric: Undergraduate	29.9	0.4	4.5	6.7	58.6	100.0	24.4	1.2	5.6	10.7	58.1	100.0
Graduate	13.3	0.0	5.3	11.7	69.6	100.0	16.0	1.3	3.4	9.5	69.8	100.0

*Percentages based on N's weighted by the relative size of college enrollment and response rate.

Table D: (continued)

COMMUNITY COLLEGES* Sex	SAMPLE SURVEY Black	American Indian	Asian	Hispanic	White	Total	ETHNIC CENSUS Black	American Indian	Asian	Hispanic	White	Total
Male	27.1	0.7	3.3	18.1	50.7	100.0	28.0	1.7	4.0	17.7	48.6	100.0
Female	42.9	0.3	2.3	19.5	34.9	100.0	41.4	1.5	2.4	19.3	35.4	100.0
Status												
Full-time	36.0	0.5	3.1	22.0	38.4	100.0	36.3	1.8	3.0	21.3	37.6	100.0
Part-time	35.7	0.5	2.3	13.8	47.6	100.0	33.6	1.3	3.2	14.0	47.9	100.0
Matriculation Status												
Matriculated	37.0	0.4	2.9	20.1	39.5	100.0	35.8	1.6	3.1	19.8	39.7	100.0
Non-Matriculated	35.7	0.9	1.9	14.4	47.0	100.0	31.8	1.5	3.2	10.2	53.3	100.0
Class Level												
Matric: Freshman	33.6	0.6	2.6	21.8	41.4	100.0	35.7	1.7	3.2	20.7	38.8	100.0
Sophomore	39.2	0.3	3.4	18.0	39.2	100.0	35.8	1.4	3.1	18.6	41.1	100.0
(Junior-Senior)**	65.2	0.0	0.0	29.9	5.1	100.0	68.2	2.3	3.4	10.8	15.3	100.0
Nonmatric: Undergraduate	35.7	0.9	1.9	14.4	47.0	100.0	31.8	1.5	3.2	10.2	53.4	100.0

*Percentages based on N's weighted by the relative size of college enrollment and response rate.

**Medgar Evers College students in 4-year programs.

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Table D: (Continued)

CUNY COLLEGES* Sex	SAMPLE SURVEY Black	American Indian	Asian	Hispanic	White	Total	ETHNIC CENSUS Black	American Indian	Asian	Hispanic	White	Total
Male	21 2	0.6	3.7	13.7	60.8	100.0	21.3	1.3	4.9	13.8	58.6	100.0
Female	30.8	0.3	3.3	14.4	51.3	100.0	29.1	1.1	3.4	13.7	52.8	100.0
Status												
Full-time	27.3	0.4	4.0	16.6	51.7	100.0	27.4	1.3	4.6	15.8	50.9	100.0
Part-time	25.5	0.5	2.7	10.3	61.1	100.0	22.5	1.0	3.3	10.6	62.5	
Matriculation Status												
Matriculated	27.0	0.4	3.5	15.0	54.1	100.0	25.4	1.2	4.0	14.2	55.2	100.0
Non-matriculated	30.4	0.5	3.6	10.1	55.4	100.0	26.4	1.3	4.4	10.4	57.5	100.0
Class Level												
Matric: Freshman	31.9	0.6	2.6	20.1	44.8	100.0	34.1	1.5	3.9	19.3	41.1	100.0
Sophomore	33.4	0.3	3.9	16.3	46.1	100.0	30.0	1.2	4.4	16.1	48.3	100.0
Junior	23.4	0.5	4.2	10.9	61.0	100.0	20.5	0.8	4.6	11.2	62.9	100.0
Senior	18.6	0.2	3.9	11.4	66.0	100.0	15.8	0.8	3.7	8.8	70.9	100.0
Graduate Student	8.4	0.3	3.1	7.0	81.2	100.0	8.3	1.2	3.1	6.1	81.3	100.0
Nonmatric: Undergraduate	32.4	0.6	3.4	9.9	53.8	100.0	27.6	1.3	4.6	10.5	56.0	100.0
Graduate	13.1	0.0	5.4	11.7	69.8	100.0	16.1	1.2	3.3	9.4	69.9	100.0

*Percentages based on N's weighted by the relative size of college enrollment and response rate.

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Table E: RESPONDENTS vs. NONRESPONDENTS: COMPARISON BY MEDIAN INCOME AND PREDOMINANT ETHNICITY OF RESIDENTIAL AREA, SEX, COLLEGE ADMISSIONS AVERAGE AND HIGH SCHOOL TYPE

	MEDIAN FAMILY INCOME OF RESIDENTIAL AREA						TOTAL	
	<$6000	$6000 <8000	$ 8000 <10000	$10000 <12000	$12000 <15000	>$15000	Percent	Number*
TOTAL CUNY								
Respondents	4.5	20.3	15.5	37.1	17.8	4.8	100.0	7220 (a)
Nonrespondents	5.8	27.2	16.9	32.7	13.2	4.1	100.0	1423
Graduate School								
Respondents	1.6	9.0	20.4	32.4	24.0	12.5	100.0	367
Nonrespondents	4.4	15.6	20.0	26.7	24.4	8.9	100.0	45
SENIOR COLLEGES								
Respondents	3.3	15.1	15.1	40.4	19.8	6.4	100.0	3253 (b)
Nonrespondents	4.2	21.4	16.6	37.6	14.1	6.1	100.0	574
COMMUNITY COLLEGES								
Respondents	5.9	26.2	15.4	34.6	15.3	2.6	100.0	3600 (c)
Nonrespondents	7.1	32.0	16.9	29.6	11.9	2.5	100.0	804

	PREDOMINANT ETHNICITY OF RESIDENTIAL AREA						
	Predom White	Mostly White	Puerto Rican	Mostly Black	Predom Black		
TOTAL CUNY							
Respondents	59.7	16.6	7.5	10.0	6.1	100.0	7220 (d)
Nonrespondents	51.1	16.4	9.8	14.0	8.7	100.0	1423
Graduate Center							
Respondents	77.4	15.5	2.2	4.1	0.8	100.0	367
Nonrespondents	82.2	4.4	6.7	6.7	0.0	100.0	45
SENIOR COLLEGES							
Respondents	64.6	17.2	5.6	7.8	4.9	100.0	3253 (e)
Nonrespondents	56.1	15.2	6.6	12.5	9.6	100.0	574
COMMUNITY COLLEGES							
Respondents	53.5	16.2	9.8	12.6	7.8	100.0	3600 (f)
Nonrespondents	45.8	17.9	12.3	15.4	8.6	100.0	804

	SEX		TOTAL	
	Male	Female	Percent	Number
TOTAL CUNY				
Respondents	45.3	54.7	100.0	7669 (g)
Nonrespondents	51.9	48.1	100.0	1504
Graduate Center				
Respondents	53.6	46.4	100.0	446
Nonrespondents	66.7	33.3	100.0	54
SENIOR COLLEGES				
Respondents	47.2	52.8	100.0	3554 (h)
Nonrespondents	52.7	47.3	100.0	628
COMMUNITY COLLEGES				
Respondents	42.4	57.6	100.0	3669 (i)
Nonrespondents	50.2	49.8	100.0	822

COLLEGE ADMISSIONS AVERAGE

	GED	<70	70 <75	75<80	75>80		
TOTAL CUNY							
Respondents	10.2	17.6	22.1	21.2	28.9	100.0	5117 (j)
Nonrespondents	14.1	24.1	26.6	18.1	17.1	100.0	958
SENIOR COLLEGES							
Respondents	4.4	11.1	15.8	22.1	46.7	100.0	2287 (k)
Nonrespondents	5.9	19.9	23.9	22.3	27.9	100.0	376
COMMUNITY COLLEGES							
Respondents	15.0	23.0	27.4	20.5	14.1	100.0	2808 (l)
Nonrespondents	19.6	27.0	28.4	15.4	9.7	100.0	578

HIGH SCHOOL TYPE

	PRIVATE	PUBLIC: SCHOLASTIC RANK					
		High	MedHi	MedLow	Low		
TOTAL CUNY							
Respondents	21.6	25.0	26.5	17.3	9.6	100.0	3730 (m)
Nonrespondents	16.7	21.3	25.4	25.7	10.9	100.0	606
SENIOR COLLEGES							
Respondents	25.6	27.5	26.0	15.2	5.7	100.0	1880 (n)
Nonrespondents	21.2	24.4	25.4	22.6	6.4	100.0	283
COMMUNITY COLLEGES							
Respondents	17.2	22.4	27.1	19.6	13.7	100.0	1828 (o)
Nonrespondents	12.5	18.2	25.4	28.8	15.0	100.0	319

	X^2	D.F.	p<		X^2	D.F.	p<
(a)	53.80	5	.001	(j)	82.55	4	.001
(b)	23.39	5	.001	(k)	60.48	4	.001
(c)	20.45	5	.001	(l)	23.09	4	.001
(d)	52.70	4	.001	(m)	30.05	4	.001
(e)	40.16	4	.001	(n)	11.28	4	.03
(f)	17.06	4	.002	(o)	17.48	4	.002
(g)	21.77	1	.001				
(h)	6.23	1	.02				
(i)	16.65	1	.001				

* Because data were not available for some students on one or another of the variables included in this table, the numbers vary.

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